

REPORT  
OF THE  
PROCEEDINGS OF THE THIRTY-SIXTH  
MEETING OF THE CONVENTION  
OF  
AMERICAN INSTRUCTORS OF THE DEAF  

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WASHINGTON STATE SCHOOL FOR THE DEAF  
VANCOUVER, WASHINGTON  

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CONVENTION THEME  
"Toward a New Understanding of the Deaf Child"



JUNE 28-JULY 3, 1953

FEBRUARY 19 (legislative day, FEBRUARY 8), 1954.—Referred to the  
Committee on Rules and Administration

UNITED STATES  
GOVERNMENT PRINTING OFFICE  
WASHINGTON : 1954

SENATE RESOLUTION NO. 219

REPORTED BY MR. JENNER

IN THE SENATE OF THE UNITED STATES,  
*March 10 (legislative day, March 1), 1954.*

*Resolved*, That the report of the Proceedings of the 36th meeting of the Convention of American Instructors of the Deaf, held at Vancouver, Wash., June 28 to July 3, 1953, be printed, with illustrations, as a Senate document.

Attest:

J. MARK TRICE, *Secretary.*



## LETTER OF TRANSMITTAL

COLUMBIA INSTITUTION FOR THE DEAF,  
*Washington, D. C., January 4, 1954.*

*To the Congress of the United States:*

In accordance with the act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, I have the honor to submit the proceedings of the 36th meeting of the convention, held at Vancouver, Wash., June 28 to July 3, inclusive, 1953.

I have the honor to be, very respectfully, your obedient servant.

ALBERT W. ATWOOD, *President.*

HON. RICHARD M. NIXON,  
*President of the Senate.*

HON. JOSEPH W. MARTIN, JR.,  
*Speaker of the House.*

## LETTER OF SUBMITTAL

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### THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

ALBERT W. ATWOOD, M. A., LL. D.,  
*President, Board of Directors, Columbia Institution for the Deaf,  
Washington, D. C.*

DEAR SIR: In accordance with section 4 of the act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, a report is to be made to Congress, through the president of the Columbia Institution for the Deaf, at Washington, D. C., of "such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf."

In agreement with the above request, I have the honor to submit herewith a comprehensive report containing such papers and addresses as may be of special interest or of historic value, all of which were presented at the 36th meeting, held at the Washington State School for the Deaf, Vancouver, Wash., June 28 to July 3, 1953, inclusive.

May I respectfully request that this report be laid before the Congress.

Very truly yours,

STANLEY D. ROTH,  
*Secretary, Convention of American Instructors of the Deaf.*

## FOREWORD

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This volume contains the complete proceedings of the 36th Convention of American Instructors of the Deaf held at Vancouver, Wash., June 28 to July 3, 1953. The addresses, papers, panel discussions, and other material herein recorded should be of great value to educators of the deaf and to others interested in that area of education.

The report includes everything of value which can be reproduced in a written report. All material presented at general meetings was carefully recorded. Papers and summaries were secured from all sectional group meetings and assembled along with the reports from the general sessions.

The report from the joint meeting of the Conference of Executives of American Schools for the Deaf is included as a part of the week's deliberations dealing with the education of the deaf.

Sorely missed in the preparation of this volume was the advice and assistance of Dr. Percival Hall, Sr., president emeritus of Columbia Institution for the Deaf, Washington, D. C. Dr. Hall gave invaluable assistance to the preparation of the 35th proceedings and had expressed a keen interest in the preparation of the present volume up to the time of his death in November 1953.

The editor wishes to express his thanks and appreciation to the following people who assisted in the preparation of this volume:

To Mrs. Pauline V. Graham, secretary of the Tennessee School for the Deaf, for the preparation of all material and papers dealing with the section meetings and for assembling the whole report in chronological form.

To Mrs. Lee Cullum Sanders and Mr. J. M. Smith, Tennessee School for the Deaf, for valuable assistance in reading and preparation of proof.

To Dr. Odie W. Underhill, treasurer of the convention, for his list of members of the convention as it appears in the early pages of this report.

To the Reporter Co., of Portland, Oreg., for the account of the general sessions as printed.

Respectfully submitted.

WILLIAM J. MCCLURE,  
*Editor, 36th Proceedings.*

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## ACT OF INCORPORATION

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That Edward M. Gallaudet, of Washington, in the District of Columbia; Francis D. Clarke, of Flint, in the State of Michigan; S. Tefft Walker, of Jacksonville, in the State of Illinois; James L. Smith, of Faribault, in the State of Minnesota; Sarah Fuller, of Boston, in the State of Massachusetts; David C. Dudley, of Colorado Springs, in the State of Colorado; and John R. Dobyms, of Jackson, in the State of Mississippi, officers and members of the Convention of American Instructors of the Deaf, and their associates and successors, be, and they are hereby, incorporated and made a body politic and corporate in the District of Columbia, by the name of the "Convention of American Instructors of the Deaf," for the promotion of the education of the deaf on the broadest, most advanced, and practical lines, and by that name it may sue, plead, and be impleaded, in any court of law or equity, and may use and have a common seal and change the same at pleasure.

SEC. 2. That the said corporation shall have the power to take and hold personal estate and such real estate as shall be necessary and proper for the promotion of the educational and benevolent purposes of said corporation, which shall not be divided among the members of the corporation, but shall descend to their successors for the promotion of the objects aforesaid.

SEC. 3. That said corporation shall have a constitution and regulations or bylaws and shall have the power to amend the same at pleasure: *Provided,* That such constitution and regulations or bylaws do not conflict with the laws of the United States or of any State.

SEC. 4. That said association may hold its meetings in such places as said incorporators shall determine and shall report to Congress, through the President of the Columbia Institution for the Deaf and Dumb at Washington, D. C., such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf.

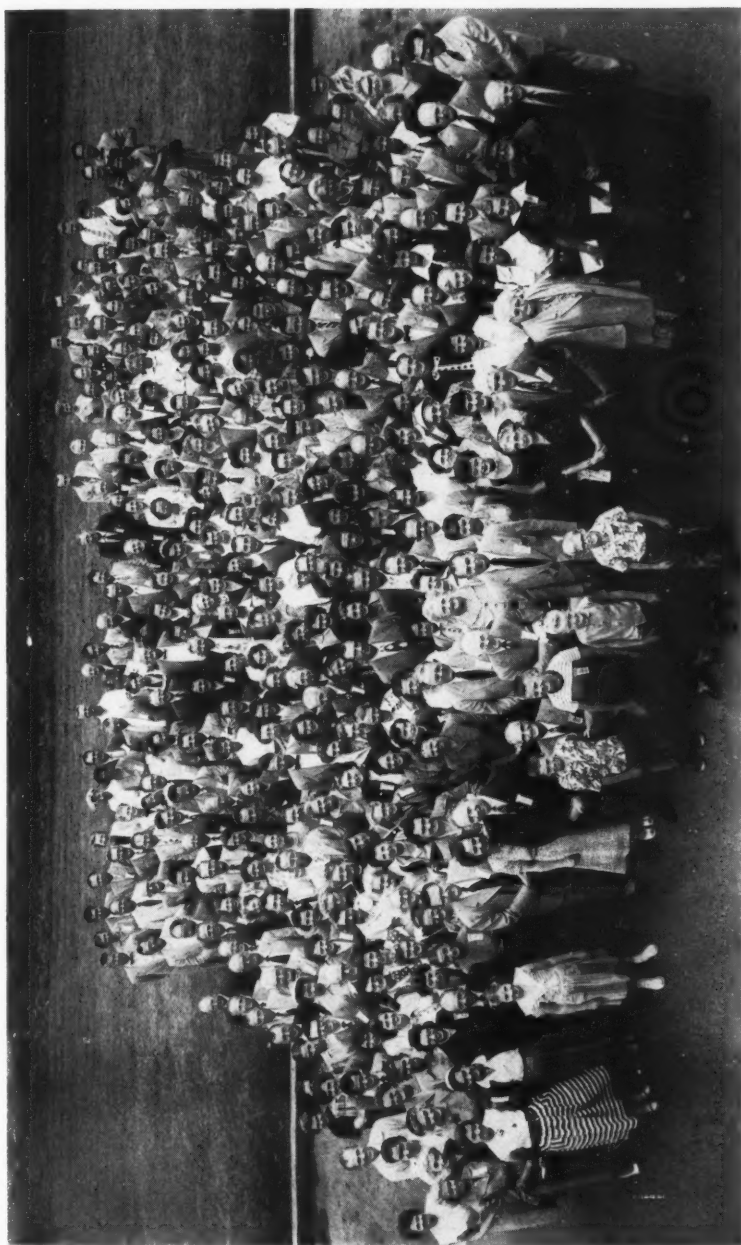
Approved, January 26, 1897.

## MEETINGS OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

- First—New York, N. Y., August 28-30, 1850.  
 Second—Hartford, Conn., August 27-29, 1851.  
 Third—Columbus, Ohio, August 10-12, 1853.  
 Fourth—Staunton, Va., August 13-15, 1856.  
 Fifth—Jacksonville, Ill., August 10-12, 1858.  
 Sixth—Washington, D. C., May 12-16, 1868. (Also called the "First Conference of Superintendents and Principals of American Schools for the Deaf.")  
 Seventh—Indianapolis, Ind., August 24-26, 1870.  
 Eighth—Belleville, Ontario, July 15-20, 1874.  
 Ninth—Columbus, Ohio, August 17-22, 1878.  
 Tenth—Jacksonville, Ill., August 26-30, 1882.  
 Eleventh—Berkeley, Calif., July 15-23, 1886.  
 Twelfth—New York, N. Y., August 23-27, 1890.  
 Thirteenth—Chicago, Ill., July 17, 19, 21, 24, 1893.  
 Fourteenth—Flint, Mich., July 2-8, 1895.  
 Fifteenth—Columbus, Ohio, July 28-August 2, 1898.  
 Sixteenth—Buffalo, N. Y., July 2-8, 1901.  
 Seventeenth—Morganton, N. C., July 8-13, 1905.  
 Eighteenth—Ogden, Utah, July 4-10, 1908.  
 Nineteenth—Delavan, Wis., July 6-13, 1911.  
 Twentieth—Staunton, Va., June 25-July 3, 1914.  
 Twenty-first—Hartford, Conn., June 29-July 3, 1917.  
 Twenty-second—Mount Airy, Pa., June 28-July 3, 1920.  
 Twenty-third—Belleville, Ontario, June 25-30, 1923.  
 Twenty-fourth—Council Bluffs, Iowa, June 29-July 4, 1925.  
 Twenty-fifth—Columbus, Ohio, June 27-July 1, 1927.  
 Twenty-sixth—Faribault, Minn., June 17-21, 1929.  
 Twenty-seventh—Winnipeg, Manitoba, June 22-26, 1931.  
 Twenty-eighth—West Trenton, N. J., June 18-23, 1933.  
 Twenty-ninth—Jacksonville, Ill., June 17-21, 1935.  
 Thirtieth—New York, N. Y., June 20-25, 1937.  
 Thirty-first—Berkeley, Calif., June 18-23, 1939.  
 Thirty-second—Fulton, Mo., June 23-27, 1941.  
 Thirty-third—St. Augustine, Fla., June 16-20, 1947.  
 Thirty-fourth—Jacksonville, Ill., June 19-24, 1949.  
 Thirty-fifth—Fulton, Mo., June 17-22, 1951.  
 Thirty-sixth—Vancouver, Wash., June 28-July 3, 1953.

### LIST OF PRESIDENTS

- |   |   |
|---|---|
| 1. Christopher Morgan                               | 21-23. Percival Hall, District of Columbia  |
| 2. Thomas Day, Connecticut                          | 24. Newton F. Walker, South Carolina        |
| 3. John W. Andrews, Ohio                            | 25. John W. Jones, Ohio                     |
| 4. James H. Skinner, Virginia                       | 26. Frank M. Driggs, Utah                   |
| 5. Rev. J. M. Sturtevant                            | 27. Elbert A. Gruver, Pennsylvania          |
| 6. Harvey P. Peet, New York                         | 28. Thomas S. McAloney, Colorado            |
| 7. Rev. Collins Stone, Connecticut                  | 29. Alvin E. Pope, New Jersey               |
| 8. W. W. Turner, Connecticut                        | 30. Harris Taylor, New York                 |
| 9. Rev. Dr. A. L. Chapin                            | 31. Ignatius Bjorlee, Maryland              |
| 10. Edward Miner Gallaudet, District of Columbia    | 32. Elwood A. Stevenson, California         |
| 11. Philip G. Gillett, Illinois                     | 33. Clarence J. Settles, Florida            |
| 12. Warring Wilkinson, California                   | 34. Leonard M. Elstad, District of Columbia |
| 13. Philip G. Gillett, Illinois                     | 35. Mrs. H. T. Poore (Ethel A.), Tennessee  |
| 14. Wesley O. Connor, Georgia                       | 36. Daniel T. Cloud, New York               |
| 15-20. Edward Miner Gallaudet, District of Columbia |   |



Thirty-sixth Convention of American Instructors of the Deaf, Vancouver, Wash., June 28-July 3, 1953.



Conference of Executives of American Schools for the Deaf, Vancouver, Wash., June 29, 1953.

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# OFFICERS OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF (1953-55), STANDING EXECUTIVE COMMITTEE, AND OTHER STANDING COMMITTEES

## OFFICERS

*President.*—Truman L. Ingle, M. A., LL. D., superintendent, Missouri School for the Deaf, Fulton, Mo.

*First vice president.*—James H. Galloway, M. A., superintendent, Rochester School for the Deaf, Rochester, N. Y.

*Second vice president.*—Harriet F. McLaughlin, M. A., principal, Public School 47, New York, N. Y.

*Secretary.*—Stanley D. Roth, M. A., superintendent, Kansas School for the Deaf, Olathe, Kans.

*Treasurer.*—Thomas Dillon, M. A., principal, New Mexico School for the Deaf, Santa Fe, N. Mex.

## DIRECTORS

(The directors, with the officers, form the standing executive committee)

Charles E. MacDonald, LL. B., B. S., LL. D., superintendent, British Columbia School for the Deaf and the Blind, Vancouver, British Columbia, Canada.

Virgil W. Epperson, B. A., superintendent, Washington State School for the Deaf, Vancouver, Wash.

Daniel T. Cloud, M. A., L. H. D., superintendent, New York School for the Deaf, White Plains, N. Y.

## SECTION COMMITTEE LEADERS

*Art.*—William H. Grow, Florida School, St. Augustine, Fla.

*Auricular training rhythm.*—Lloyd A. Harrison, Missouri School, Fulton, Mo.

*Secondary education.*—Myron A. Leenhouts, California School, Berkeley, Calif.

*Day schools.*—Dwight W. Reeder, Bruce Street School, Newark, N. J.

*Principals and supervising teachers.*—Juliet McDermott, South Carolina School, Spartanburg, S. C.

*Visual education.*—Ben E. Hoffmeyer, North Carolina School, Morganton, N. C.

*Vocational training.*—Rudolf Wartenberg, California School, Berkeley, Calif.

*Publications.*—Powrie V. Doctor, Gallaudet College, Washington, D. C.

*Deaf teachers.*—David Mudgett, Illinois School, Jacksonville, Ill.

*Health and physical education.*—James Spink, Illinois School, Jacksonville, Ill.

*Preschool.*—Eleanor R. Vorce, Lexington School for the Deaf, New York, N. Y.

*Research.*—Helmer R. Myklebust, Northwestern University, Evanston, Ill.

*Speech.*—Josephine Carr, Iowa School, Council Bluffs, Iowa.

*Reading.*—Margaret H. Gruver, Rhode Island School, Providence, R. I.

*Language.*—Lois Helen Nyhus, California School, Berkeley, Calif.

*Social studies.*—Paul C. Bird, West Virginia School, Romney, W. Va.

## OFFICERS OF THE CONVENTION (1951-53)

*President.*—Daniel T. Cloud, M. A., L. H. D., superintendent, Illinois School for the Deaf, Jacksonville, Ill.

*First vice president.*—Truman L. Ingle, M. A., LL. D., superintendent, Missouri School for the Deaf, Fulton, Mo.

*Second vice president.*—Elizabeth Benson, M. A., LL. B., professor, Gallaudet College, Washington, D. C.

*Secretary.*—Thomas Dillon, M. A., principal, New Mexico School for the Deaf, Santa Fe, N. Mex.

*Treasurer.*—Odie W. Underhill, M. A., Pd. D., principal, vocational department, North Carolina School for the Deaf, Morganton, N. C.

## DIRECTORS

(The directors, with the officers, form the standing executive committee)

Ethel A. Poore, B. A., L. H. D., superintendent, Tennessee School for the Deaf, Knoxville, Tenn.

Evelyn Stahlem, M. A., principal, Mary E. Bennett School, Los Angeles, Calif.

James H. Galloway, M. A., superintendent, Rochester School for the Deaf, Rochester, N. Y.

## MEMBERS OF THE CONVENTION

### MEMBERSHIP LIST

#### LIFE MEMBER

Humbert, Mrs. L. A., Gary, S. Dak.

#### MEMBERS

Abbott, Mrs. Carrie Lou, Austin, Tex.  
Abernethy, Sarah H., White Plains, N. Y.  
Acuff, Lutie, Knoxville, Tenn.  
Acuna, Mrs. Darlene A., Faribault, Minn.  
Adams, Godfrey, Sante Fe, N. Mex.  
Adamson, Frances C., Fulton, Mo.  
Adcock, Mrs. Mary Nell, Little Rock, Ark.  
Akin, E. Conley, Knoxville, Tenn.  
Akin, Mrs. Lucy, Knoxville, Tenn.  
Alber, Melba, Council Bluffs, Iowa.  
Aldrup, Mrs. Frances E., Omaha, Nebr.  
Alexander, Mrs. Iva E., Morganton, N. C.  
Allen, Dena, Faribault, Minn.  
Allen, Fay, Faribault, Minn.  
Allen, Imogene P., St. Augustine, Fla.  
Allie, Margaret, Flint, Mich.  
Altop, Clarence E., Great Falls, Mont.  
Amant, Mrs. J. E., Baton Rouge, La.  
Ambrosen, Lloyd A., Faribault, Minn.  
Ames, Margaret, West Hartford, Conn.  
Anderson, Mrs. Effie W., Berkeley, Calif.  
Anderson, Olga, Devils Lake, N. Dak.  
Anderson, Phyllis, Sioux Falls, S. Dak.  
Anderson, Ruby, Fulton, Mo.  
Andrews, Francis M., Baltimore, Md.  
Antonia, Sister Marie, Pittsburgh, Pa.  
Armstrong, Laura, Tucson, Ariz.  
Armstrong, Mabel C., Vancouver, Wash.  
Asbury, Emily J., Talladega, Ala.  
Atcheson, Miss Thelma, Santa Fe, N. Mex.  
Atherton, Mrs. Louise, Spartanburg, S. C.  
Atkins, Sam, Knoxville, Tenn.  
Athy, Mrs. Hazel K., Little Rock, Ark.  
Atwood, Mrs. Margaret, Santa Fe, N. Mex.  
Ayers, Mrs. Susie, Olathe, Kans.  
Ayers, Charles M., Olathe, Kans.  
Babcock, Louise G., Washington, D. C.  
Backstrom, Lewis A., Faribault, Minn.  
Bainbridge, Mrs. Marie, Buffalo, N. Y.  
Baker, F. Leon, Baton Rouge, La.  
Baker, Mrs. Wilma, Salem, Oreg.  
Baldridge, Paul, Fulton, Mo.  
Baldwin, Blanche D., Rochester, N. Y.  
Baldwin, Mrs. Vera T., Baton Rouge, La.  
Baldyga, Mrs. Alice, Los Angeles, Calif.  
Barber, E. Carl, Morganton, N. C.  
Barkell, Mrs. Mildred, Santa Fe, N. Mex.  
Barksdale, Mrs. Hattie, Spartanburg, S. C.  
Bardes, Mrs. Grace, Talladega, Ala.  
Barnes, Marjorie W., Fulton, Mo.  
Barnes, Mrs. Nelda, Spartanburg, S. C.  
Barron, Mrs. Lena, Baton Rouge, La.  
Bass, Mrs. Mary Scott, Staunton, Va.  
Bass, R. Aumon, Staunton, Va.  
Beard, Audra M., Austin, Tex.  
Beard, Fred A., Baton Rouge, La.  
Beck, Marjorie Louise, Romney, W. Va.  
Beem, Mrs. Margaret, St. Augustine, Fla.  
Behrens, James H., Frederick, Md.  
Behrens, Mamie, Frederick, Md.  
Belchee, Louise, Staunton, Va.  
Belew, J. Paul, Knoxville, Tenn.  
Bell, Mrs. Bobbie W., Jackson, Miss.  
Bennett, Mrs. Jewell, Sulphur, Okla.  
Bennett, Josephine, New York, N. Y.  
Bennett, Mrs. Kathryne, Frederick, Md.  
Bennett, Mrs. Keith N., Omaha, Nebr.  
Benson, Elizabeth, Washington, D. C.  
Benson, Mary Alice, Frederick, Md.  
Berg, L. E., Council Bluffs, Iowa  
Berliner, Samuel L., Newark, N. J.  
Berry, Mrs. Virginia, Little Rock, Ark.  
Bigham, Meta H., Morganton, N. C.  
Bigler, Mrs. Grace, Olathe, Kans.  
Billings, Mrs. J. M. Morganton, N. C.  
Bird, Mrs. Eleanor, Knoxville, Tenn.  
Bird, Martha M., Romney, W. Va.  
Bird, Paul C., Romney, W. Va.  
Birdsell, Mrs. Della, Jacksonville, Ill.  
Bishop, June, Olathe, Kans.  
Bjorlee, Ignatius, Frederick, Md.  
Black, Mrs. Annabel C., Jackson, Miss.  
Black, Mrs. Louise C., Staunton, Va.  
Blackburn, Mrs. Earline, Austin, Tex.  
Blackburn, Nancy C., Staunton, Va.  
Blackburn, William, Austin, Tex.  
Blankenship, Mabel, Austin, Tex.  
Blindt, Elizabeth, Jacksonville, Ill.  
Blindt, John J., Jacksonville, Ill.

- Blodgett, Ruth M., Delavan, Wis.  
 Blum, Mary, Spartanburg, S. C.  
 Boatner, Edmund B., West Hartford, Conn.  
 Boatwright, John, Jacksonville, Ill.  
 Boggs, Iva M., Indianapolis, Ind.  
 Bolen, Dora E., Jacksonville, Ill.  
 Bolton, Miss Blanche, Overlea, Md.  
 Bossarte, Alfred, Jacksonville, Ill.  
 Bouchard, Eunice, West Hartford, Conn.  
 Bouchard, Joseph W., West Hartford, Conn.  
 Bouteiller, Lucy W., West Hartford, Conn.  
 Bowen, Mary N., Faribault, Minn.  
 Bowers, Joy Chandler, Morganton, N. C.  
 Bowyer, Emma Lucile, Flint, Mich.  
 Bracewell, E. W., Austin, Tex.  
 Bradford, Mrs. Don, Santa Fe, N. Mex.  
 Brady, Mrs. Dorothy, Cave Spring, Ga.  
 Bragg, Bernard, Berkeley, Calif.  
 Braham, Mrs. Blanche, Fulton, Mo.  
 Brannon, Doris, Cave Spring, Ga.  
 Brasel, Melvin H., Jacksonville, Ill.  
 Braunagel, N. A., Devils Lake, N. Dak.  
 Breakey, Margaret, Burlington, Calif.  
 Brewer, Mrs. Mary Virginia, Jacksonville, Ill.  
 Bright, Mrs. Anne O., Romney, W. Va.  
 Brill, Richard G., Riverside, Calif.  
 Broeck, Catherine, Berkeley, Calif.  
 Broom, Betty Lou, Knoxville, Tenn.  
 Brown, Mrs. Irene, Knoxville, Tenn.  
 Brown, Max J., Spartanburg, S. C.  
 Brightman, Mrs. Stella, Santa Fe, N. Mex.  
 Broecker, Clarence, Jr., Morganton, N. C.  
 Brooks, Charles L., White Plains, N. Y.  
 Brown, A. L., Colorado Springs, Colo.  
 Brown, Bessie L. G., Spartanburg, S. C.  
 Brown, Mrs. Erma D., White Plains, N. Y.  
 Brown, Mrs. Marie, Fulton, Mo.  
 Brown, Robert S., Jackson, Miss.  
 Broz, June Kathryn, Rochester, N. Y.  
 Bruno, William, Austin, Tex.  
 Bruns, Margaret E., Berkeley, Calif.  
 Bryan, John Edwards, Talladega, Ala.  
 Bryan, Mrs. Lucille, Baton Rouge, La.  
 Bryant, Mrs. Alice, Spartanburg, S. C.  
 Buchanan, Miss Susan, White Plains, N. Y.  
 Buck, Franklin, Berkeley, Calif.  
 Bulba, Mrs. J. J., Hartford, Conn.  
 Bulkley, Katherine M., Tucson, Ariz.  
 Bullock, Donald M., Romney, W. Va.  
 Bumann, Edmund F., St. Augustine, Fla.  
 Burch, A. B., Baton Rouge, La.  
 Burdett, Kenneth C., Ogden, Utah  
 Burdette, Mrs. Fay, Olathe, Kans.  
 Burke, Mary M., White Plains, N. Y.  
 Burnes, Byron B., Berkeley, Calif.  
 Burnes, Mrs. Caroline, Berkeley, Calif.  
 Burnet, Eugenia, St. Augustine, Fla.  
 Burns, Louis, Devils Lake, N. Dak.  
 Burns, Mrs. Louis, Devils Lake, N. Dak.  
 Burstein, Gerald, Faribault, Minn.  
 Bush, Norris, Denver, Colo.  
 Bushey, Norma M., Morzanton, N. C.  
 Butler, Gwendel D., Austin, Tex.  
 Butler, Raymond, Austin, Tex.  
 Butts, Mary, Phoenix, Ariz.  
 Buzzard, Henry L., Washington, D. C.  
 Calburn, Evelyn, Talladega, Ala.  
 Camenisch, Emily, Rome, N. Y.  
 Calhoun, Willard D., Jackson, Miss.  
 Camonisch, Emily, Rome, N. Y.  
 Campbell, Mary, Indianapolis, Ind.  
 Caple, John L., Cave Spring, Ga.  
 Capper, Sylvia M., Vancouver, Wash.  
 Capron, Lillian, Austin, Tex.  
 Carl, Faith, Berkeley, Calif.  
 Carmichael, Minnie M., Knoxville, Tenn.  
 Carpenter, Mrs. Gladys E., Cave Spring, Ga.  
 Carpenter, J. A., Salem, Oreg.  
 Carr, Agnes, Jacksonville, Ill.  
 Carr, Josephine, Council Bluffs, Iowa  
 Carr, Mrs. Margaret, Knoxville, Tenn.  
 Carrithers, Winifred, Salem, Oreg.  
 Carter, Mark, Olathe, Kans.  
 Carver, Laone, Faribault, Minn.  
 Casey, Katherine, Cave Spring, Ga.  
 Casey, Mrs. Pauline N., Cave Spring, Ga.  
 Castle, Elizabeth, Faribault, Minn.  
 Caughey, Dale W., Rome, N. Y.  
 Champion, David, Spartanburg, S. C.  
 Chapman, Mrs. Beatrice, Morganton, N. C.  
 Chilton, Nelle, Talladega, Ala.  
 Christian, H. T., Omaha, Nebr.  
 Clark, Mrs. Santa Fe, N. Mex.  
 Clark, E. F., Austin, Tex.  
 Clarke, Gordon W., W. Hartford, Conn.  
 Clarke, Mrs. Ruth R., W. Hartford, Conn.  
 Clary, Mrs. Margaret, Sulphur, Okla.  
 Clatterbuck, Mrs. Margaret, Salem, Oreg.  
 Clatterbuck, Marvin B., Salem, Oreg.  
 Clayton, F. Arthur, Omaha, Nebr.  
 Clements, Edward, Jacksonville, Ill.  
 Clements, Ruth E., Talladega, Ala.  
 Clingenpeel, Robert, Santa Fe, N. Mex.  
 Clontz, Charles C., Morganton, N. C.  
 Cloud, Daniel T., White Plains, N. Y.  
 Coats, G. Dewey, Fulton, Mo.  
 Cobb, Ellen B., West Hartford, Conn.  
 Cobb, Florence M., Jacksonville, Ill.  
 Cobb, Regina, Talladega, Ala.  
 Coffman, Opal T., Faribault, Minn.  
 Coleman, Annie J., Spartanburg, S. C.  
 Coleman, Mrs. Betty, Little Rock, Ark.  
 Coleman, Mary M., Rochester, N. Y.  
 Coll, Mary Belle, Olathe, Kans.  
 Colley, Flossie, Sulphur, Okla.  
 Connell, Anna L., Staunton, Va.  
 Connors, Theresa B., Faribault, Minn.

- Conrad, Sister M., Buffalo, N. Y.  
 Constantia, Sister M., Buffalo, N. Y.  
 Cook, Mrs. Lenore, Staunton, Va.  
 Cooper, Mrs. Ruth, Little Rock, Ark.  
 Corbette, Marie, Baltimore, Md.  
 Corfield, Berkeley, Calif.  
 Cornell, Louise E., White Plains, N. Y.  
 Corrington, Marguerite, Jacksonville, Ill.  
 Corrington, Lucille R., Jacksonville, Ill.  
 Corwin, Louise, Fulton, Mo.  
 Cory, Dudley D., Beverly, Mass.  
 Cory, Winifred, Montreal, Quebec, Canada  
 Coulter, Hilda, Knoxville, Tenn.  
 Courrage, A. S., Baton Rouge, La.  
 Courrage, Mrs. Sydney, Baton Rouge, La.  
 Crews, Mrs. Maud, Baton Rouge, La.  
 Cox, Mrs. Edna Keene, Little Rock, Ark.  
 Craig, Mrs. Sunshine, Austin, Tex.  
 Crandall, Laura R., Jacksonville, Ill.  
 Crassett, Sue, Rochester, N. Y.  
 Cress, Hazel, Jacksonville, Ill.  
 Cress, Milford, Jacksonville, Ill.  
 Crocker, Mrs. Worth, Spartanburg, S. C.  
 Crockett, Claire, Austin, Tex.  
 Crosby, Mrs. Laura, Delavan, Wis.  
 Crosby, Lilly R., Staunton, Va.  
 Crouter, John Yale, Providence, R. I.  
 Cubley, Charlotte H., St. Augustine, Fla.  
 Culberson, Mrs. Mildred, Cave Spring, Ga.  
 Culbreath, Cleo, Austin, Tex.  
 Cunningham, Emma S., Colorado Springs, Colo.  
 Curchin, Ames, Rochester, N. Y.  
 Curtis, Marie, Baton Rouge, La.  
 Curtis, Mary A., Utica, Miss.  
 Cuscaden, Nellie, Omaha, Nebr.  
 Dacey, Edward L., Jr., Newark, N. J.  
 Dahl, Erna, Council Bluffs, Iowa  
 D'Ambola, Mrs. Laura B., Newark, N. J.  
 Daniels, Margaret E., Washington, D. C.  
 Danner, Irene F., Sulphur, Okla.  
 Davidowitz, David A., White Plains, N. Y.  
 Davies, George H., Sulphur, Okla.  
 Davila, Robert, White Plains, N. Y.  
 Davis, Edna E., Spokane, Wash.  
 Davis, Eldon Merle, Sulphur, Okla.  
 Davis, Fannie Belle, Little Rock, Ark.  
 Davis, Helen Sercombe, San Francisco, Calif.  
 Davis, Jean Galbreath, Fulton, Mo.  
 Davis, Martha, Talladega, Ala.  
 Davis, Richard O., Fulton, Mo.  
 Davis, Robert L., Austin, Tex.  
 Davis, Robinson, Fulton, Mo.  
 Day, Mrs. Catherine, Knoxville, Tenn.  
 Day, Elizabeth, Faribault, Minn.  
 Dean, Mrs. Mary F., Jackson, Miss.  
 Dedrick, Mrs. D. W., West Hartford, Conn.  
 Deer, Mrs. Dewey, Spokane, Wash.  
 DeHaven, Mrs. Mabel, Olathe, Kans.  
 DeLong, Doris, Riverside, Calif.  
 DeLozier, Alberta, Knoxville, Tenn.  
 Demeza, J. G., Belleville, Ontario, Canada  
 Denis, Taras, White Plains, N. Y.  
 DeRungs, Elizabeth, Sioux Falls, S. Dak.  
 Detmold, George, Washington, D. C.  
 DeVinney, Charles F., Jackson, Miss.  
 Detweiler, Mrs. S. A., Council Bluffs, Iowa  
 Devine, Belle S., Vancouver, Wash.  
 deWitt, Mrs. Jessie R., Rochester, N. Y.  
 Dial, Helen, Jacksonville, Ill.  
 Dickerson, Arline, Spartanburg, S. C.  
 Dickerson, Mrs. Dorothy, Vancouver, Wash.  
 Dickmann, Eileen M., New York, N. Y.  
 Dietrich, Rose I., Flint, Mich.  
 Dillard, Connor, Cave Spring, Ga.  
 Dillon, Thomas, Santa Fe, N. Mex.  
 Dillon, Mrs. Thomas, Santa Fe, N. Mex.  
 Dobson, Chester C., Washington, D. C.  
 Dobson, Mary R., Council Bluffs, Iowa  
 Doctor, Powrie V., Washington, D. C.  
 Doherty, Rev. R. J., Pittsburgh, Pa.  
 Domino, Joan C., Rome, N. Y.  
 Donovan, Margaret, Jacksonville, Ill.  
 Doolin, Evelyn M., Indianapolis, Ind.  
 Dorman, Mrs. Mary Lou, Santa Fe, N. Mex.  
 Douglas, Albert W., Austin, Tex.  
 Douglas, Helen F., St. Augustine, Fla.  
 Dozier, Justin P., White Plains, N. Y.  
 Drake, Corrine, Seattle, Wash.  
 Driggs, Burton W., Gooding, Idaho  
 Drisdale, Mrs. Iva, Baton Rouge, La.  
 Drake, Mrs. Elsie S., Jackson, Miss.  
 Drummond, Almeda, Spartanburg, S. C.  
 Duick, Charles D., Delavan, Wis.  
 Duncing, Ethel, San Francisco, Calif.  
 Dunlap, Mrs. Reba C., Staunton, Va.  
 Dunn, Mrs. Giles, West Hartford, Conn.  
 Dunn, Ruth, Austin, Tex.  
 Dorian, Walter G., West Hartford, Conn.  
 Durschnitt, Minna, New York, N. Y.  
 Dziuba, Joanne, St. Augustine, Fla.  
 Eads, Dorothy, Jacksonville, Ill.  
 Eads, Frances, Little Rock, Ark.  
 Earhart, Eleanor, Oakland, Calif.  
 Ebelhur, Janet, New York, N. Y.  
 Eder, Martha, Rochester, N. Y.  
 Edmunds, H. C., Knoxville, Tenn.  
 Ekelman, Sonya, New York, N. Y.  
 Elliott, Mrs. Edith B., Austin, Tex.  
 Elliott, Mabel M., Frederick, Md.  
 Ellis, Charles A., Sioux Falls, S. Dak.  
 Ellis, Mrs. Corline, Faribault, Minn.  
 Ellis, Evan J., Faribault, Minn.  
 Elmassian, Nazalie, Berkeley, Calif.  
 Elmer, L. A., Knoxville, Tenn.  
 Elstad, Leonard M., Washington, D. C.  
 Elting, Mrs. Julia T., White Plains, N. Y.  
 Ely, Mildred Smith, Hartford, Conn.  
 Emerick, Aletha, Berkeley, Calif.  
 Ephron, Mrs. Clara D., Newark, N. J.

- Epperson, Virgil W., Vancouver, Wash.  
 Erickson, Colleen, Devils Lake, N. Dak.  
 Eriksen, Mrs. Ruby M., Great Falls, Mont.  
 Evans, Mrs. Blanche, Olathe, Kans.  
 Evans, Mrs. Vela Vaughan, St. Augustine, Fla.  
 Fair, J. T., Spartanburg, S. C.  
 Fair, W. L., Indianapolis, Ind.  
 Falk, Charles, Omaha, Nebr.  
 Farman, J. Jay, Salem, Oreg.  
 Farquhar, Mrs. Ethel W., Fulton, Mo.  
 Farquhar, Grover C., Fulton, Mo.  
 Fauth, Mrs. Bette, Rome, N. Y.  
 Fauth, Edith, Frederick, Md.  
 Fauth, Warren, Rome, N. Y.  
 Ferguson, Stanley, Olathe, Kans.  
 Ferguson, Mrs. Edna, Olathe, Kans.  
 Finn, Mrs. Bernadine, Hollywood, Calif.  
 Fisher, I. A., Olathe, Kans.  
 Fitch, Marceline A., Sacramento, Calif.  
 Fleming, Robert G., Jr., Sulphur, Okla.  
 Fletcher, Mrs. Virginia, Riverside, Calif.  
 Flint, Richard W., Sioux Falls, S. Dak.  
 Flood, James T., Columbus, Ohio  
 Floyd, Mrs. M. H., Santa Fe, N. Mex.  
 Folsom, Marion J., Faribault, Minn.  
 Foltz, Edward S., Baton Rouge, La.  
 Foltz, Mrs. Fern, Baton Rouge, La.  
 Ford, Mrs. Eugenia, Baton Rouge, La.  
 Formick, Mrs. Marcia M., Salem, Oreg.  
 Formwalt, Mrs. Laura, Knoxville, Tenn.  
 Forsyth, Winifred J., St. Augustine, Fla.  
 Fowler, Mrs. Kate, Morganton, N. C.  
 Fox, Jesse E., Austin, Tex.  
 Fox, John James, Jr., Austin, Tex.  
 Fraser, Mrs. Sarah, Berkeley, Calif.  
 Freret, Linette, Santa Fe, N. Mex.  
 Frisch, Frances, Jacksonville, Ill.  
 Frizzell, Charles, Fulton, Mo.  
 Frost, Mary M., Columbus, Ohio  
 Fruewald, Mrs. Elizabeth, Knoxville, Tenn.  
 Frucher, Mrs. Mabel L., Cave Spring, Ga.  
 Fullington, Baronece, Rochester, N. Y.  
 Fusfeld, Irving, Washington, D. C.  
 Gaffney, Kathleen, White Plains, N. Y.  
 Gallagher, Bernadette, Pittsburgh, Pa.  
 Galligan, Mrs. Loretta, Baton Rouge, La.  
 Gallimore, Ray H., Knoxville, Tenn.  
 Galloway, J. H., Rochester, N. Y.  
 Galluzzo, Frank P., Colorado Springs, Colo.  
 Galvan, John, Berkeley, Calif.  
 Gamboa, Antonio, Sr., Tucson, Ariz.  
 Gardner, Rosalyn, Washington, D. C.  
 Gardner, Sara D., Seattle, Wash.  
 Garman, Mary Hill, Salem, Oreg.  
 Garretson, Mervin D., Great Falls, Mont.  
 Gastman, Carl, Berkeley, Calif.  
 Gay, Mrs. Ruth, Baton Rouge, La.  
 Geary, Catherine P., New York, N. Y.  
 Geesling, Mrs. Alice E., Los Angeles, Calif.  
 Genette, Anne, Kalamazoo, Mich.  
 Gertrude, Sister Rose, Buffalo, N. Y.  
 Gerber, Harriet M., Washington, D. C.  
 Gesner, Mrs. Elizabeth, Los Angeles, Calif.  
 Giangreco, Joe, Jacksonville, Ill.  
 Gibbons, Doris, West Hartford, Conn.  
 Giett, Ethel M., West Hartford, Conn.  
 Giles, Mrs. Catherine, Renfro, Ala.  
 Gill, Mrs. Addie, Baton Rouge, La.  
 Gillett, Mrs. France A., Portland, Maine  
 Gilligan, Mrs. Elsie Spicer, Vancouver, Wash.  
 Glenn, Mrs. May F., Cave Spring, Ga.  
 Goetter, Marie S., Omaha, Nebr.  
 Golden, Mrs. Carol, Great Falls, Mont.  
 Golden, Nannie B., Talladega, Ala.  
 Golladay, Loy E., West Hartford, Conn.  
 Golladay, Mrs. R. M., Romney, W. Va.  
 Gordon, Anne, East Orange, N. J.  
 Gordon, Marjorie, Morganton, N. C.  
 Gose, Mary Brown, Staunton, Va.  
 Gondan, William J., Little Rock, Ark.  
 Gover, C. L., Little Rock, Ark.  
 Grace, John F., St. Louis, Mo.  
 Grace, William, Talladega, Ala.  
 Grady, Elizabeth B., St. Augustine, Fla.  
 Graham, Hallie, St. Augustine, Fla.  
 Grainger, Nevelyn W., Washington, D. C.  
 Graunke, W. Lloyd, Jacksonville, Ill.  
 Grant, Mary Belle, Indianapolis, Ind.  
 Gray, L. Arlie, Baton Rouge, La.  
 Gray, Mrs. Virginia Quintel, Jacksonville, Ill.  
 Green, Mrs. Sylvania, Spartanburg, S. C.  
 Greene, T. E., Spartanburg, S. C.  
 Greene, V. T., Spartanburg, S. C.  
 Greenmun, Rosalind R., Rome, N. Y.  
 Greenmun, Robert M., Rome, N. Y.  
 Greer, Mrs. Deannie, Knoxville, Tenn.  
 Greever, Gaynelle B., Staunton, Va.  
 Gremillion, Harvey T., Baton Rouge, La.  
 Gremillion, Mrs. Harvey, Baton Rouge, La.  
 Griffin, Barbara, Rochester, N. Y.  
 Griffing, W. T., Sulphur, Okla.  
 Griffing, Wendell A., Sulphur, Okla.  
 Griffith, Mrs. Edna, Olathe, Kans.  
 Griffith, Mrs. Nella S., Cave Spring, Ga.  
 Grinde, Flora M., Sioux Falls, S. Dak.  
 Groht, Mildred A., New York, N. Y.  
 Grosvenor, Flora N., Rochester, N. Y.  
 Grow, William Haynes, St. Augustine, Fla.  
 Gruber, Barbara, Berkeley, Calif.  
 Gruss, Betty, Spartanburg, S. C.  
 Grussing, Mrs. Florence, Vancouver, Wash.  
 Guenther, Lester, Fulton, Mo.



- Guillory, Mrs. LaVera, Baton Rouge, La.  
 Gullmartin, Mary D., St. Augustine, Fla.  
 Gulick, Mrs. Mabel, Olathe, Kans.  
 Gunderson, Rosella, Berkeley, Calif.  
 Gutin, Albert, Frederick, Md.  
 Haines, Margaret K., Romney, W. Va.  
 Hajna, Mrs. Regina, Baltimore, Md.  
 Hale, Melva, Ogden, Utah.  
 Hall, Mrs. Charlotte, Knoxville, Tenn.  
 Hall, Jonathan, Washington, D. C.  
 Hall, Percival, Jr., Washington, D. C.  
 Hall, Tommy L., Sulphur, Okla.  
 Halvorsen, Velma E., Great Falls, Mont.  
 Hamel, Clara A., Rochester, N. Y.  
 Hammett, Mrs. Louise S., Talladega, Ala.  
 Hankins, Joseph A., Jacksonville, Ill.  
 Hannan, Mary Jane, Austin, Tex.  
 Hanson, George E., Faribault, Minn.  
 Hardacker, Hazel E., Rochester, N. Y.  
 Haren, Genevieve, Columbus, Ohio.  
 Harrell, Hattie, Portland, Oreg.  
 Harris, Frederick G., White Plains, N. Y.  
 Harris, Glenn, Great Falls, Mont.  
 Harris, Louise, Morganton, N. C.  
 Harrison, Mrs. Dema, Fulton, Mo.  
 Harrison, Elizabeth, Fulton, Mo.  
 Harrison, Lloyd A., Fulton, Mo.  
 Harrison, Mrs. Maude A., Austin, Tex.  
 Hartl, William F., Devils Lake, N. Dak.  
 Hartley, Mrs. Minnie M., Jackson, Miss.  
 Hartnett, Patricia, Buffalo, N. Y.  
 Hatfield, Fern O., Faribault, Minn.  
 Hawkins, Mrs. Edythe, Romney, W. Va.  
 Hawkinson, Ruth, Faribault, Minn.  
 Hayek, Allen, Salem, Oreg.  
 Haynes, Harvey, Vancouver, Wash.  
 Hays, Dorothy, Austin, Tex.  
 Hayward, Nancy, Vancouver, British Columbia, Canada.  
 Healy, Joseph E., Staunton, Va.  
 Healy, Mrs. Mabel, Buffalo, N. Y.  
 Hegle, Marjorie, Ontario, Belleville, Canada.  
 Heinrichs, Mrs. Eunice, Cleveland, Ohio.  
 Heintschel, Barney O., Austin, Tex.  
 Hellekson, Ruth, Berkeley, Calif.  
 Hendricks, Evelyn M., Romney, W. Va.  
 Heney, Margaret, White Plains, N. Y.  
 Hensley, Jack Hait, Austin, Tex.  
 Hensley, Mrs. Norma, Austin, Tex.  
 Herden, Mrs. Elvie, Rochester, N. Y.  
 Hereford, Anna Laura, St. Augustine, Fla.  
 Herman, Harry, Overlea, Md.  
 Hernandez, Marian, Tucson, Ariz.  
 Herrold, Mary D., Romney, W. Va.  
 Hess, James, Overlea, Md.  
 Hester, Marshall, Santa Fe, N. Mex.  
 Hibbs, Mrs. Nelda, St. Augustine, Fla.  
 Higgins, Francis C., Washington, D. C.  
 Hill, Mrs. Aline B., Knoxville, Tenn.  
 Hill, Pearl S., Ogden, Utah.  
 Hilley, J. D., Sulphur, Okla.  
 Hines, Rudolph C., Great Falls, Mont.  
 Hoag, Ralph L., Tucson, Ariz.  
 Hodges, Gertrude, Olathe, Kans.  
 Hodock, Irene, Indianapolis, Ind.  
 Hodson, Hazel E., Los Angeles, Calif.  
 Hoffmeister, Alfred, Rome, N. Y.  
 Hoffmeyer, Ben E., Morganton, N. C.  
 Hoffpaul, Cora A., Austin, Tex.  
 Hofsteater, Ellen M., Jacksonville, Ill.  
 Hofsteater, H. T., Jacksonville, Ill.  
 Hogle, Eugene, St. Augustine, Fla.  
 Hogle, Mrs. Lily, St. Augustine, Fla.  
 Holcomb, Marjoriebell, Sioux Falls, S. Dak.  
 Holcomb, Roy K., Sioux Falls, S. Dak.  
 Hollingsworth, C. H., Cave Spring, Ga.  
 Hollman, Anna, Olathe, Kans.  
 Holloman, Mrs. Evelyn H., Irwin, Pa.  
 Holmes, Margaret E., Vancouver, Wash.  
 Holonya, Edward, Olathe, Kans.  
 Holt, Alice, Spokane, Wash.  
 Holt, C. Jackson, Staunton, Va.  
 Holt, Mary Morley, Fulton, Mo.  
 Honan, Bernardine, Omaha, Nebr.  
 Hornsby, Exa, Austin, Tex.  
 Horusby, Leah, Austin, Tex.  
 Hoskins, Mrs. Vida, Knoxville, Tenn.  
 Hosman, Mrs. Mabel, Omaha, Nebr.  
 Houchin, Mildred, Frederick, Md.  
 Houchins, Mrs. Josephine, Staunton, Va.  
 Houston, Mrs. T. E., Baton Rouge, La.  
 Hoxie, James A., Salem, Oreg.  
 Hubbard, Mrs. Winfred, Olathe, Kans.  
 Hudson, Mrs. Doris, Knoxville, Tenn.  
 Hudson, Mrs. Helen, St. Augustine, Fla.  
 Hudson, LeNora, Sulphur, Okla.  
 Huff, Mrs. Anna H., Baton Rouge, La.  
 Huff, Kenneth, Baton Rouge, La.  
 Hughes, Frederick H., Washington, D. C.  
 Hughes, Grace T., Council Bluffs, Iowa.  
 Hughes, Lena, Rome, N. Y.  
 Hunt, Catherine, New York, N. Y.  
 Hunt, N. D., Sulphur, Okla.  
 Hunter, William S., Vancouver, Wash.  
 Hunziker, Byron E., St. Augustine, Fla.  
 Hurd, Uel, Olathe, Kans.  
 Hutchinson, F. R., Staunton, Va.  
 Hyatt, Carolyn O., Spartanburg, S. C.  
 Hyndnote, Mrs. Emmale J., Cave Spring, Ga.  
 Igleheart, Mrs. Betty, Salem, Oreg.  
 Igleheart, Elliott, Salem, Oreg.  
 Imboden, Mrs. Jean C., Jacksonville, Ill.  
 Ingle, Mrs. Mary Hughes, Fulton, Mo.  
 Ingle, Truman L., Fulton, Mo.  
 Irvine, Mrs. Demma E., Salem, Oreg.  
 Irwin, Mrs. Jim, Cave Spring, Ga.  
 Isaacs, Ruth E., Council Bluffs, Iowa.  
 Israel, Florence D., Cave Spring, Ga.  
 Iverson, Byrnis, Sioux Falls, S. Dak.  
 Jackson, J. W., Omaha, Nebr.  
 Jacobs, Leo, Berkeley, Calif.  
 Jacobson, Casper B., Columbus, Ohio

- Jacobson, Mrs. Casper, Columbus, Ohio  
 Jacobson, Marjorie B., Vancouver, Wash.  
 Jaeger, Gene, Washington, D. C.  
 Jarvis, Mae, Vancouver, Wash.  
 Jayne, Alma C., W. Hartford, Conn.  
 Jayne, Gladys G., Knoxville, Tenn.  
 Jendrsiak, Helen, Jackson Heights, N. Y.  
 Jensen, Ruth L., Portland, Oreg.  
 Johnson, Bob, Cave Spring, Ga.  
 Johnson, Edwin T., Faribault, Minn.  
 Johnson, Franc E., Devils Lake, N. Dak.  
 Johnson, Hazall D., Devils Lake, N. Dak.  
 Johnson, Lorna, Rome, N. Y.  
 Johnson, Marian, Omaha, Nebr.  
 Jones, Dale M., Staunton, Va.  
 Jones, Mrs. Evelyn, Knoxville, Tenn.  
 Jones, Gregory W., Faribault, Minn.  
 Jones, Mrs. Jessie F., Cave Spring, Ga.  
 Jones, Kate-Helen, Asbury Park, N. J.  
 Jones, Mrs. Lillian R., Baton Rouge, La.  
 Jones, Ogwen, Vancouver, Wash.  
 Jones, Uriel C., Knoxville, Tenn.  
 Jones, Mrs. Velma, Baton Rouge, La.  
 Jordan, Edith, Jacksonville, Ill.  
 Jordon, Ralph, Berkeley, Calif.  
 Jorg, Mrs. Jerry, Vancouver, Wash.  
 Kastel, Oliver A., Vancouver, Wash.  
 Keating, Edith, Jacksonville, Ill.  
 Kelly, Mrs. Lois, Fulton, Mo.  
 Kennard, Mrs. Marie S., Cave Spring, Ga.  
 Kennedy, Eloise, Jacksonville, Ill.  
 Kennedy, Paul T., White Plains, N. Y.  
 Kennedy, Richard, West Hartford, Conn.  
 Kent, Margaret S., Frederick, Md.  
 Kepler, Adele, Jacksonville, Ill.  
 Kerr, Mrs. Edna M., St. Augustine, Fla.  
 Ketchum, Clyde, Sioux Falls, S. Dak.  
 Kiehne, Albert, Hawthorne, N. Y.  
 Kilcoyne, Catherine, Olathe, Kans.  
 Kilgour, Mary E., Vancouver, Wash.  
 Killorin, Mrs. M. Adelaide, Staunton, Va.  
 Kimbow, Katy Kl., Little Rock, Ark.  
 Kind, Mrs. Lilly, Seattle, Wash.  
 King, Mrs. Dorothy, Knoxville, Tenn.  
 King, Jane T., St. Augustine, Fla.  
 King, Nelle H., Romney, W. Va.  
 King, Willa M., Berkeley, Calif.  
 Kingsley, Anna M., Jacksonville, Ill.  
 Kirkhan, Mary, Saskatchewan, Canada  
 Kirkpatrick, Mildred, Sulphur, Okla.  
 Kitinoja, Mrs. Phyllis J., Irvington, N. J.  
 Klein, J. A., Detroit, Mich.  
 Kline, Thomas K., Jacksonville, Ill.  
 Kludy, Hazel, Flint, Mich.  
 Knight, Maude H., Tucson, Ariz.  
 Knight, Naomi, Fulton, Mo.  
 Koeper, Jennie T., Rome, N. Y.  
 Koziar, Stephen, Fulton, Mo.  
 Kramer, Margit, Rochester, N. Y.  
 Kroll, Mrs. Gretchen, Buffalo, N. Y.  
 Krug, W. J., Washington, D. C.  
 Kuster, Amelia, Omaha, Nebr.  
 Kuster, Mabel, Omaha, Nebr.  
 Labenske, Mrs. Alta, Austin, Tex.  
 Ladner, Emil, Berkeley, Calif.  
 Ladner, Mrs. Mary, Berkeley, Calif.  
 Lahn, Nathan, Council Bluffs, Iowa  
 Lamb, Alfred J., Jackson, Miss.  
 Lancaster, Mrs. Sam, Spartanburg, S. C.  
 Landers, Addie L., Portland, Maine  
 Lane, Kenneth R., Romney, W. Va.  
 Lane, Richard, Jacksonville, Ill.  
 Lang, George M., White Plains, N. Y.  
 Lange, Keith, Salem, Oreg.  
 Langenberg, Ernest G., Devils Lake, N. Dak.  
 Lanham, Isabel, Fulton, Mo.  
 Lankford, Mrs. Sibyl, Austin, Tex.  
 Larson, Mrs. Nelle, Jacksonville, Ill.  
 LaRue, Mrs. Mary S., Washington, D. C.  
 LaRue, Rebecca, Fulton, Mo.  
 Latham, Gladys L., Cave Spring, Ga.  
 Laufer, Hazel V., Rome, N. Y.  
 Lauritsen, LaReine, Faribault, Minn.  
 Lauritsen, Wesley, Faribault, Minn.  
 Law, Mrs. Margaret, Romney, W. Va.  
 Lawrence, Charles R., Vancouver, Wash.  
 Lawrence, Mrs. Eleanor, East Orange, N. J.  
 Leenhouts, Myron A., Berkeley, Calif.  
 Lefkow, Sally Joyce, Sioux Falls, S. Dak.  
 Lennan, Robert K., Monroe, N. Y.  
 Leon, Samuel J., Rochester, N. Y.  
 Less, Mrs. Patricia, Buffalo, N. Y.  
 Lewellyn, T. C., Staunton, Va.  
 Lewis, Harland J., Washington, D. C.  
 Lewis, Lucy, Berkeley, Calif.  
 Lewis, Patricia, Buffalo, N. Y.  
 Lidstrand, Idah Kathryn, Omaha, Nebr.  
 Lindstrand, Mrs. Harriet, Salem, Oreg.  
 Lindstrom, Evelyn, Gooding, Idaho  
 Lindstrom, Thure A., Salem, Oreg.  
 Lines, Mrs. Mildred, Olathe, Kans.  
 Litchfield, Mrs. Carolyn, White Plains, N. Y.  
 Litchfield, Kendall, White Plains, N. Y.  
 Lloyd, Miss Marie, Vancouver, Wash.  
 Loe, Mrs. Elva F., Washington, D. C.  
 Long, Florence, Romney, W. Va.  
 Lorenz, Geraldine, San Francisco, Calif.  
 Love, Sara K., Staunton, Va.  
 Low, Mrs. Jennie T., Morganton, N. C.  
 Lundy, Eli, Sioux Falls, S. Dak.  
 Lusk, Alice, Santa Fe, N. Mex.  
 Lutz, Martha, Fulton, Mo.  
 Lux, Frank T., White Plains, N. Y.  
 Lyle, Sara Porter, Frederick, Md.  
 Lynch, Mrs. Irene, Great Falls, Mont.  
 Lytle, Hilton T., Austin, Tex.  
 MacDonald, Nellie, Toronto, Ontario, Canada  
 Mackness, Mrs. Carnie A., Jacksonville, Ill.  
 MacPherson, Irene, Great Falls, Mont.  
 MacPherson, James, Great Falls, Mont.  
 Maddox, Maxie Clare, Olathe, Kans.  
 Maddox, Mildred, Olathe, Kans.

- Madsen, Agatha, Devils Lake, N. Dak.  
Madsen, Willard J., Baton Rouge, La.  
Mallow, Mrs. Wilda, Staunton, Va.  
Maloney, Cecelia, Belleville, Ontario, Canada.  
Mancini, Grace, Buffalo, N. Y.  
Mancini, Mary, Buffalo, N. Y.  
Mannen, Grace, Omaha, Nebr.  
Mantzke, Ellen M., Beverly, Mass.  
Marcellino, Michael, White Plains, N. Y.  
Marchuk, Mary B., Faribault, Minn.  
Markstad, Mildred, Jackson, Miss.  
Marra, William, Olathe, Kans.  
Marshall, Emma, Omaha, Nebr.  
Marshall, Marvin, Faribault, Minn.  
Marshall, Zoe, Jacksonville, Ill.  
Martin, Mrs. Carson, Romney, W. Va.  
Martin, Mrs. Louise, Rome, N. Y.  
Martin, Martha C., Romney, W. Va.  
Martina, Russell, Buffalo, N. Y.  
Martino, Rae, Rome, N. Y.  
Marx, Joe Clinton, San Francisco, Calif.  
Masters, Pansy, Olathe, Kans.  
Matchitt, Marion H., Faribault, Minn.  
Mathews, Emma, Faribault, Minn.  
Maura, Sister, Buffalo, N. Y.  
Mayers, Mrs. Caroline L., Salem, Oreg.  
Mayers, Lewis, Salem, Oreg.  
McArtor, Sheldon, Berkeley, Calif.  
McCandless, Mrs. Ella, Jackson, Miss.  
McCandless, John W., Jackson, Miss.  
McClure, William J., Knoxville, Tenn.  
McConnell, Eugene, Council Bluffs, Ia.  
McConnell, Iva, Council Bluffs, Ia.  
McCreight, Annabelle, Morganton, N. C.  
McCreight, John E., Morganton, N. C.  
McCullough, Mrs. Evelyn, Knoxville, Tenn.  
McDaniel, Annie, Cave Spring, Ga.  
McDaniel, Mary, Sulphur, Okla.  
McDermott, Joane F., Newark, N. J.  
McDermott, Juliet, Spartanburg, S. C.  
McDonald, Charles, Vancouver, British Columbia, Canada.  
McDonald, Maureen, Vancouver, B. C., Canada.  
McDowell, Floyd J., Great Falls, Mont.  
McDowell, Mrs. Viola, Great Falls, Mont.  
McElroy, Lucy Lee, Fulton, Mo.  
McEvoy, Eleanor P., New York, N. Y.  
McGahey, Lorraine E., Overlea, Md.  
McGee, Elsie, Olathe, Kans.  
McGill, Dorothy K., Vancouver, Wash.  
McGuire, Eileen, Rochester, N. Y.  
McIntire, Mrs. Mary Anne, Austin, Tex.  
McIntire, O. L., Austin, Tex.  
McKinley, Ella, Vancouver, Wash.  
McKinnon, Mrs. Margaret, Sulphur, Okla.  
McLaughlin, Harriett, New York, N. Y.  
McMichen, Viola, Cave Spring, Ga.  
McMillan, Katherine, Talladega, Ala.  
McPherson, Hazel, Fulton, Mo.  
McPherson, Mrs. Lillian, Knoxville, Tenn.  
McQueen, Ruth S., Fulton, Mo.  
McQuern, Lella A., Colorado Springs, Colo.  
Mehl, Albert F., Morganton, N. C.  
Melnick, Rose P., New York, N. Y.  
Merilla, Arthur M., Morganton, N. C.  
Merklin, Arthur, Fulton, Mo.  
Meyer, Hannah C., Washington, D. C.  
Mikkelsen, Ingea, Spokane, Wash.  
Milburn, Wanda O., Austin, Tex.  
Miles, Lottie, Knoxville, Tenn.  
Miller, Mrs. Gertrude, Olathe, Kans.  
Mitchell, Mrs. Dorothy, Morganton, N. C.  
Mitchell, Peggy, Austin, Tex.  
Moberly, Mrs. Vering, Olathe, Kans.  
Mohr, Elizabeth, Buffalo, N. Y.  
Moll, Mrs. Nellie, Olathe, Kans.  
Molt, Edith, New York, N. Y.  
Mona, Delores, New York, N. Y.  
Montgomery, Mrs. Edythe D., Cave Spring, Ga.  
Moore, Leander, Knoxville, Tenn.  
Moore, Ruby, Baton Rouge, La.  
Moore, Ruth, Fulton, Mo.  
Mooring, Dorothy P., Frederick, Md.  
Morgan, Mabel M., Tucson, Ariz.  
Morgan, Mrs. Richard B., West Hartford, Conn.  
Moriarty, Maurice V., Jacksonville, Ill.  
Morrison, Mrs. Betty, Knoxville, Tenn.  
Mossell, Max, Fulton, Mo.  
Motley, Susan H., Faribault, Minn.  
Moursund, Mrs. Geraldine, Austin, Tex.  
Mudgett, David E., Jacksonville, Ill.  
Mudgett, Grace L., Jacksonville, Ill.  
Mulcahy, Grace, Rochester, N. Y.  
Murphy, Anna, Tucson, Ariz.  
Murphy, Rita, Buffalo, N. Y.  
Murray, Mildred Fleitz, St. Augustine, Fla.  
Muyskens, Mrs. Thelma, Salem, Oreg.  
Myers, Helen, Berkeley, Calif.  
Myers, Mrs. Thelma, Baton Rouge, La.  
Myklebust, A. S., Sioux Falls, S. Dak.  
Nash, Lola S., St. Augustine, Fla.  
Neas, Jack, Olathe, Kans.  
Negley, Katherine, Los Angeles, Calif.  
Neill, Mrs. Helen F., St. Augustine, Fla.  
Nelson, Boyd E., Ogden, Utah  
Nelson, Mrs. Mary, Salem, Oreg.  
Neesam, Ralph, Berkeley, Calif.  
New, Mary C., New York, N. Y.  
Newbrough, Betty, Berkeley, Calif.  
Newkirk, June E., Tucson, Ariz.  
Newman, Mrs. Elizabeth, Rome, N. Y.  
Newman, Lawrence, New York, N. Y.  
Newman, Thelma, Ogden, Utah  
Newton, Joan, Morganton, N. C.  
Nichols, Alice G., Rome, N. Y.  
Nies, Mrs. Maud, New York, N. Y.  
Noble, E. LeRoy, Council Bluffs, Iowa  
Noble, Margaret, Portland, Oreg.  
Nogosek, Mrs. Thelma, Baton Rouge, La.  
Norris, Mrs. Mamie, Olathe, Kans.  
Northrup, Helen, Vancouver, Wash.  
Norton, Kenneth, Sulphur, Okla.



- Nortz, Naomi, Devils Lake, N. Dak.  
 Noyes, Mrs. H. B. Montclair, N. J.  
 Nugent, N. J., Rochester, N. Y.  
 Nyhus, Helen, Berkeley, Calif.  
 O'Brien, Genevieve, New York, N. Y.  
 O'Brien, Mrs. Joanna, Vancouver, Wash.  
 Oehler, Hannah, Pittsburgh, Pa.  
 Oehler, Phoebe E., Pittsburgh, Pa.  
 Oelschlager, Robert, Faribault, Minn.  
 Oftedal, Agnes, Washington, D. C.  
 O'Halloran, Dorothy M., West Hartford, Conn.  
 Olney, Pansy, Vancouver, Wash.  
 Olson, Josephine L., St. Augustine, Fla.  
 Olson, M. Christine, St. Augustine, Fla.  
 Olson, N. Emelie, St. Augustine, Fla.  
 Omps, Willie Lea, Romney, W. Va.  
 O'Neill, Veronica, New York, N. Y.  
 Orman, Doris B., Jacksonville, Ill.  
 Orman, James, Jacksonville, Ill.  
 Padden, Donald A., Washington, D. C.  
 Paddon, Eileen, Rochester, N. Y.  
 Page, Helen A., New York, N. Y.  
 Painter, Mrs. Claire S., Salem, Oreg.  
 Palmer, Abby W., Austin, Tex.  
 Panara, Robert F., Washington, D. C.  
 Pancake, Anne, Romney, W. Va.  
 Pancake, Edith, Romney, W. Va.  
 Parish, Marline, Knoxville, Tenn.  
 Park, Mrs. W. S., St. Augustine, Fla.  
 Parks, Lloyd, Olathe, Kans.  
 Parks, Roy G., Little Rock, Ark.  
 Partridge, Margaret J., West Hartford, Conn.  
 Patie, Stanley, Rochester, N. Y.  
 Patterson, Dorothy, Olathe, Kans.  
 Patterson, Mrs. Edith C., Devils Lake, N. Dak.  
 Patton, John S., Baton Rouge, La.  
 Patton, Livingston, West Hartford, Conn.  
 Paulus, Norma, Buffalo, N. Y.  
 Paxson, Grace, Riverside, Calif.  
 Peak, Mrs. JoAnn, Sulphur, Okla.  
 Pearce, Mrs. Mary F., Fulton, Mo.  
 Pearre, Emmett, Fulton, Mo.  
 Pearson, Marie, Morganton, N. C.  
 Peevy, Mrs. Vivian T., Austin, Tex.  
 Pellicci, Luzio, New York, N. Y.  
 Pendell, Lucille, Washington, D. C.  
 Penning, Dolores, Sioux Falls, S. Dak.  
 Peters, Mrs. Mary E., Jackson, Miss.  
 Petersen, Nick, Omaha, Nebr.  
 Petersen, Martha M., Faribault, Minn.  
 Peterson, Mathilda, Faribault, Minn.  
 Petrich, Mrs. Jean, Salem, Oreg.  
 Petseys, Elizabeth, Faribault, Minn.  
 Pettit, Beverly J., Faribault, Minn.  
 Pharr, Marian, Austin, Tex.  
 Phillips, Annie Leslie, Morganton, N. C.  
 Phillips, Ben, Knoxville, Tenn.  
 Phillips, Betty, Salem, Oreg.  
 Phillips, France I., Montclair, N. J.  
 Phillips, Richard M., Washington, D. C.  
 Pickett, Dorothy, Flint, Mich.  
 Pilser, Anne K., West Hartford, Conn.  
 Pittinger, Priscilla, San Francisco, Calif.  
 Poolman, Mrs. Betty, Little Rock, Ark.  
 Popham, Mrs. Bettie, Austin, Tex.  
 Popham, Mrs. Mary Lela, Austin, Tex.  
 Poppe, Joan, Spartanburg, S. C.  
 Poppink, Mrs. Everett, Rochester, N. Y.  
 Poss, Bert E., Austin, Tex.  
 Poulus, Thomas H., Flint, Mich.  
 Powell, Mrs. Mae P., St. Augustine, Fla.  
 Powell, Mary, Spartanburg, S. C.  
 Prall, Josephine, Spartanburg, S. C.  
 Priccetti, Frank, Santa Fe, N. Mex.  
 Price, Georgia B., Sulphur, Okla.  
 Prichard, Doris, St. Augustine, Fla.  
 Priebe, Wesley, Tucson, Ariz.  
 Propp, George, Omaha, Nebr.  
 Pruff, Mrs. Dorothy, Berkeley, Calif.  
 Pugh, Bessie, St. Augustine, Fla.  
 Quigley, Howard M., Faribault, Minn.  
 Quinn, Mrs. Levere S., Washington, D. C.  
 Quinn, Mrs. Marguerite, Frederick, Md.  
 Quinn, Sarah E., Frederick, Md.  
 Radcliffe, Edith, Frederick, Md.  
 Rafferty, Dwight, Devils Lake, N. Dak.  
 Ragin, Mary F., White Plains, N. Y.  
 Railing, Samuel M., Rochester, N. Y.  
 Rakow, Jules P., West Hartford, Conn.  
 Rakow, Mrs. Lillian G., West Hartford, Conn.  
 Ramger, Harold, Berkeley, Calif.  
 Randall, Mary Ann, Kansas City, Mo.  
 Raney, Kate D., Omaha, Nebr.  
 Rankin, Ada, Great Falls, Mont.  
 Rankin, Carl E., Morganton, N. C.  
 Ransdell, William E., Jacksonville, Ill.  
 Ravn, Alden, Jacksonville, Ill.  
 Reay, Edward W., Vancouver, Wash.  
 Reed, Mrs. Betty A., Cave Spring, Ga.  
 Reed, Hilma, Little Rock, Ark.  
 Reed, Nell Driggs, Los Angeles, Calif.  
 Reed, Richard, Fulton, Mo.  
 Reeder, Dwight, Newark, N. J.  
 Reidelberger, Henry J., St. Augustine, Fla.  
 Reitz, Mrs. Lydia, Olathe, Kans.  
 Regina, Sister M., Buffalo, N. Y.  
 Reid, Josephine, Fulton, Mo.  
 Renner, William A., White Plains, N. Y.  
 Resnick, Libby, White Plains, N. Y.  
 Reynolds, Marjorie, New York, N. Y.  
 Reynolds, Mrs. Millicent, Santa Fe, N. Mex.  
 Rhodes, Ernest R., Sulphur, Okla.  
 Rice, Sudelle, Washington, D. C.  
 Richardson, Mrs. Bertha, Vancouver, Wash.  
 Richardson, Mrs. Betty M., Salem, Oreg.  
 Riese, Marie A., New York, N. Y.  
 Rinker, Ruth E., Rochester, N. Y.  
 Riser, Catherine, Talladega, Ala.  
 Roach, Mrs. Mildred, Little Rock, Ark.  
 Roberts, William, Indianapolis, Ind.

- Robison, Mary Ellen, Knoxville, Tenn.  
 Robinson, Mary, Berkeley, Calif.  
 Rockwell, Walter, West Hartford, Conn.  
 Rodrigue, Mrs. Bessie C., Baton Rouge, La.  
 Rogers, Barbara E., Elgin, Ill.  
 Rogers, Barbara F., New York, N. Y.  
 Rogers, Will, Austin, Tex.  
 Rogerson, Earl L., Tucson, Ariz.  
 Rosen, Alex, Spartanburg, S. C.  
 Rosen, Irvin, Staunton, Va.  
 Rosen, Mrs. Ruth, Middlebrook, Va.  
 Rosica, Sebastian, Buffalo, N. Y.  
 Ross, Irene B., Morganton, N. C.  
 Ross, Mary, Olathe, Kans.  
 Rosser, Virginia, St. Louis, Mo.  
 Roth, Stanley D., Olathe, Kans.  
 Roth, Jean, Buffalo, N. Y.  
 Round, Sally F., West Hartford, Conn.  
 Royster, Russell, Cave Spring, Ga.  
 Rupard, Betty, Staunton, Va.  
 Ruple, Stella, Knoxville, Tenn.  
 Rybak, John, Buffalo, N. Y.  
 Samoore, Mrs. Rhoda, Jacksonville, Ill.  
 Sanders, Frank, Fulton, Mo.  
 Sanders, Keyes D., Portland, Maine.  
 Sanders, Mrs. Lee, Knoxville, Tenn.  
 Sanders, Mrs. Marion P., Portland, Maine.  
 Sandin, Mrs. Mabel A., Fulton, Mo.  
 Sasser, Mrs. Elizabeth, Morganton, N. C.  
 Saton, Rosa L., Spartanburg, S. C.  
 Saunders, Truitt, Austin, Tex.  
 Sauser, Letitia, Faribault, Minn.  
 Savage, Julia, Portland, Me.  
 Savell, Mildred, Rochester, N. Y.  
 Scanlon, Mrs. Nelle, Romney, W. Va.  
 Scherlie, Martha, Devils Lake, N. Dak.  
 Schicker, Mrs. Virginia, Little Rock, Ark.  
 Schield, Mrs. Adelaide, Devils Lake, N. Dak.  
 Schmidt, Mary, Fulton, Mo.  
 Schoenfeld, Jane, Gooding, Idaho  
 Schoening, Mrs. Alvilda, Minneapolis, Minn.  
 Schoolfield, Mrs. Ollie, Austin, Tex.  
 Schoppert, Thelma, Frederick, Md.  
 Schowe, Ben M., Jr., Columbus, Ohio  
 Schunhoff, Hugo F., Washington, D. C.  
 Scott, Shirley, Ogden, Utah  
 Scouten, Edward L., Washington, D. C.  
 Scweighart, Freda, Little Rock, Ark.  
 Seal, Albert, Baton Rouge, La.  
 Seal, Mrs. Wilmah, Baton Rouge, La.  
 Seeger, Julius P., Austin, Tex.  
 Sellner, Hubert, Berkeley, Calif.  
 Sewell, Mrs. Ila, Cave Spring, Ga.  
 Seymour, Miriam, Vancouver, Wash.  
 Scyster, Margaret, Jacksonville, Ill.  
 Shahan, Polly, Washington, D. C.  
 Shanholtzer, Mrs. Elfrieda, Romney, W. Va.  
 Shannon, Mrs. Thomas V., Jackson, Miss.  
 Sheehan, Mrs. Alma K., Staunton, Va.  
 Sheiry, Mrs. Lillian, Council Bluffs, Iowa  
 Shellgrain, Evelyn, Pasadena, Calif.  
 Sheridan, Charlotte, New York, N. Y.  
 Sheridan, Donald, Devils Lake, N. Dak.  
 Sherrill, Wilson W., Morganton, N. C.  
 Shibley, L. C., Little Rock, Ark.  
 Shinn, Bessie, Salem, Oreg.  
 Shinpaugh, Joe R., Staunton, Va.  
 Shipman, Eldon, Romney, W. Va.  
 Shirley, Oscar, West Hartford, Conn.  
 Shouse, William R., Jacksonville, Ill.  
 Simmons, Mrs. Elizabeth, Cave Spring, Ga.  
 Simmons, Florence S., Colorado Springs, Colo.  
 Simmons, William, Spartanburg, S. C.  
 Simpson, William, Tucson, Ariz.  
 Sims, Mrs. Altha, Baton Rouge, La.  
 Sims, Ruth L., Talladega, Ala.  
 Sinclair, Mrs. Margaret, Salem, Oreg.  
 Sinn, Mrs. Nyra E., Frederick, Md.  
 Skehan, Mary Florence, Talladega, Ala.  
 Sladek, Frank E., Tucson, Ariz.  
 Slater, Frank M., Little Rock, Ark.  
 Slater, Rita Ann, Little Rock, Ark.  
 Slover, Helen H., Sulphur, Okla.  
 Smallwood, Dorothy, Staunton, Va.  
 Smith, Mrs. Annette, Salem, Oreg.  
 Smith, Carl F., Devils Lake, N. Dak.  
 Smith, Ernestine B., Devils Lake, N. Dak.  
 Smith, Georgina E., Rochester, N. Y.  
 Smith, Ina, Salem, Oreg.  
 Smith, James M., Little Rock, Ark.  
 Smith, Jess., Knoxville, Tenn.  
 Smith, Judy, Sulphur, Okla.  
 Smith, Mrs. Martha, Little Rock, Ark.  
 Smith, Maude, Spartanburg, S. C.  
 Smith, Mrs. Patsy, Knoxville, Tenn.  
 Smith, Walter, Santa Fe, N. Mex.  
 Smith, W. Robert, Austin, Tex.  
 Snider, Maureen H., Little Rock, Ark.  
 Sohlberg, Evie, San Jose, Calif.  
 Solano, Agnes, St. Augustine, Fla.  
 Sommer, Clarence E., Faribault, Minn.  
 Sommer, Elizabeth, Faribault, Minn.  
 Sorrells, Elizabeth M., Omaha, Nebr.  
 Sowell, Luda B., Spartanburg, S. C.  
 Sparks, Fred L., Jr., Rome, N. Y.  
 Spear, Mrs. Erma Lee, Knoxville, Tenn.  
 Spellman, John F., Faribault, Minn.  
 Spence, Mrs. Theresa, Romney, W. Va.  
 Sperling, Mrs. Myrna, Vancouver, Wash.  
 Spink, James E., Jacksonville, Ill.  
 Sprague, Mrs. Beatrice P., Rochester, N. Y.  
 Spurling, Virginia, Knoxville, Tenn.  
 Spurrier, Mrs. Laura, Berkeley, Calif.  
 Squire, Melvin Lee, Jackson, Miss.  
 Stack, Archie, Vancouver, Wash.  
 Stack, Mrs. Florence, Olathe, Kans.  
 Stack, Mrs. Laverne, Baton Rouge, La.  
 Stack, Luther, Baton Rouge, La.  
 Stackdale, Lois P., St. Augustine, Fla.

- Staehle, Jack M., White Plains, N. Y.  
 Stafford, Patricia, San Francisco, Calif.  
 Stahlem, Evelyn, Los Angeles, Calif.  
 Stairrett, Leonard, Knoxville, Tenn.  
 Stairrett, Mrs. Louise, Knoxville, Tenn.  
 Standley, C. J., Jacksonville, Ill.  
 Standley, Mary, Olathe, Kans.  
 Standley, Mary S., Jacksonville, Ill.  
 Stanley, Robert, Knoxville, Tenn.  
 Stanley, Mrs. Irene, Frederick, Md.  
 Stark, James H., Jacksonville, Ill.  
 Stark, Martha, Jacksonville, Ill.  
 Starr, Anna, Ogden, Utah  
 Stegemerten, Henry J., Overlea, Md.  
 Stegemerten, Mrs. Katherine, Overlea, Md.  
 Steinmiller, Ruth, Buffalo, N. Y.  
 Stelle, Roy, Austin, Tex.  
 Stephens, Gladys, Sulphur, Okla.  
 Stevens, Clara, Fulton, Mo.  
 Stevens, Mrs. Clyde, Flint, Mich.  
 Stevens, Flora, Buffalo, N. Y.  
 Stevens, Rita, Sioux Falls, S. Dak.  
 Stevenson, Elwood, Berkeley, Calif.  
 Stevenson, J. W., Great Falls, Mont.  
 Stewart, Mrs. Avis W., Delavan, Wis.  
 Stewart, Mrs. Ellen P., Washington, D. C.  
 Stewart, Mrs. Helen, Flint, Mich.  
 Stewart, Kathleen, Overlea, Md.  
 Stewart, Leon, Omaha, Nebr.  
 Stine, Blanche, Fulton, Mo.  
 Stone, Mary, Berkeley, Calif.  
 Stotts, Joe, Vancouver, Wash.  
 Stratton, Virginia, Staunton, Va.  
 Streeter, Helen, Romney, W. Va.  
 Stricklin, Mrs. Christine, Berkeley, Calif.  
 Strieby, Mrs. Dorothy, Baton Rouge, La.  
 Strieby, Edward L., Baton Rouge, La.  
 Struppier, Hazel, Faribault, Minn.  
 Sturdevant, Mrs. E. C., Jackson, Miss.  
 Sullivan, James A., West Hartford, Conn.  
 Sutton, Lee Bertha, Knoxville, Tenn.  
 Swain, Gertrude, West Hartford, Conn.  
 Swartz, Mrs. Frank, Austin, Tex.  
 Swickert, Mrs. Helen, Flint, Mich.  
 Sword, Mrs. Ruth, White Plains, N. Y.  
 Szopa, Marie, West Hartford, Conn.  
 Tate, Alexander, Talladega, Ala.  
 Tate, Elizabeth, Jacksonville, Ill.  
 Tate, Rachel, Jackson, Miss.  
 Taylor, Betty, Baton Rouge, La.  
 Taylor, Evelyn, Knoxville, Tenn.  
 Taylor, John, Jacksonville, Ill.  
 Taylor, Leonard, Fulton, Mo.  
 Taylor, Mrs. Margaret, West Hartford, Conn.  
 Taylor, Ruth M., Frederick, Md.  
 Taylor, Sam D., West Hartford, Conn.  
 Teegarden, Alice, Talladega, Ala.  
 Tennis, Mrs. Ann P., Berkeley, Calif.  
 Tennis, Mrs. Donaldina, Berkeley, Calif.  
 Tempal, Frances, Sioux Falls, S. Dak.  
 Temple, Mrs. Sara Small, New York, N. Y.  
 Tennent, Donald, Rochester, N. Y.  
 Terauds, Hugh, Santa Fe, N. Mex.  
 Thatcher, Isabelle L., Ogden, Utah  
 Thomas, Alyce, Little Rock, Ark.  
 Thomas, Mrs. Johnnie, Sulphur, Okla.  
 Thomas, Sibbie, Sulphur, Okla.  
 Thomas, Virginia, Omaha, Nebr.  
 Thomason, Mrs. Minnie A., Knoxville, Tenn.  
 Thompson, Mrs. Clara, Faribault, Minn.  
 Thompson, Mrs. Elizabeth, Jacksonville, Ill.  
 Thompson, George H., Baton Rouge, La.  
 Thompson, Laurenz, Spartanburg, S. C.  
 Thompson, Marjorie B., Bronx, N. Y.  
 Thompson, Marthada, Fulton, Mo.  
 Thornborrow, Evelyn, Santa Fe, N. Mex.  
 Thomure, Eugene, Austin, Tex.  
 Thoresen, Mrs. Betty, Portland, Maine  
 Thoreson, Margaret, Vancouver, Wash.  
 Thorn, Ferol M., Jacksonville, Ill.  
 Tiberio, Carmen, Spartanburg, S. C.  
 Tiberio, Mrs. Helen, Spartanburg, S. C.  
 Tillinghast, Caroline K., Jacksonville, Ill.  
 Tillinghast, E. W., Tucson, Ariz.  
 Timmons, Mary, Vancouver, British Columbia, Canada  
 Tinnin, Helen M., Austin, Tex.  
 Tisdale, Beatrice Hope, Austin, Tex.  
 Tittsworth, Laura, Berkeley, Calif.  
 Tollefson, Olaf L., Salem, Oreg.  
 Towne, Beulah, Delavan, Wis.  
 Traylor, Mrs. Mabel, Flint, Mich.  
 Traylor, William C., Jacksonville, Ill.  
 Trentham, Millin, Omaha, Nebr.  
 Triebert, Raymond, West Hartford, Conn.  
 Trott, Joan V., Rome, N. Y.  
 Troutman, Maude S., Tucson, Ariz.  
 Trukken, Elaine, Des Moines, Iowa  
 Turecheck, Armin G., Rome, N. Y.  
 Turner, Mrs. Mary B., Cave Spring, Ga.  
 Turner, Ruth, Spartanburg, S. C.  
 Turpen, Mrs. Lorette, Rome, N. Y.  
 Tuttle, Lucile L., Los Angeles, Calif.  
 Twomey, Paulita C., West Hartford, Conn.  
 Ulmer, Thomas, Salem, Oreg.  
 Underhill, Odie, Morganton, N. C.  
 Unholtz, Louise H., Los Angeles, Calif.  
 Van Cott, Daniel, Cave Spring, Ga.  
 Vasey, Mrs. Rebecca, Spartanburg, S. C.  
 Vaughn, Winifred, Rome, N. Y.  
 Veitch, Evelyn M., Oakland, Calif.  
 Vermillion, Frances, Great Falls, Mont.  
 Vernon, Mrs. Ann W., Morganton, N. C.  
 Vestal, J. M., Raleigh, N. C.  
 Vincent, Sister Teresa, Pittsburgh, Pa.  
 Viviani, Caroline, Rochester, N. Y.  
 Vleck, Eunice Van, West Hartford, Conn.  
 Vollette, Mrs. Gertrude, Austin, Tex.  
 Voorhies, Mrs. Mildred, Santa Fe, N. Mex.  
 Vorbeck, Mary W., Jacksonville, Ill.

- Wait, Eugene, Knoxville, Tenn.  
 Waldrof, Gladys, Portland, Oreg.  
 Walker, Carease H., Morganton, N. C.  
 Walker, Isabelle, Washington, D. C.  
 Walker, N. F., Spartanburg, S. C.  
 Walker, W. Laurens, Spartanburg, S. C.  
 Wallace, Mrs. Genevieve, Des Moines, Iowa  
 Wallace, John M., St. Augustine, Fla.  
 Wallace, Mamie, Staunton, Va.  
 Waller, Lydia, Honolulu, T. H.  
 Wallin, Margaret K., New York, N. Y.  
 Walsh, Mrs. Alice, Buffalo, N. Y.  
 Walsh, Margaret Mary, New York, N. Y.  
 Walter, Marion D., Omaha, Nebr.  
 Walter, D. Wayne, Frederick, Md.  
 Wanat, Mrs. Mary, Buffalo, N. Y.  
 Wannanmaker, Mrs. Anne, Belleville, Ontario, Canada  
 Warber, Mrs. Jennie E., Morganton, N. C.  
 Ward, Mrs. Erin, Knoxville, Tenn.  
 Ward, H. R., Knoxville, Tenn.  
 Ward, Sara, Knoxville, Tenn.  
 Ward, Virginia, Danville, Ky.  
 Ware, J. R., Cave Spring, Ga.  
 Ware, Mrs. Sara F., Cave Spring, Ga.  
 Warmbrand, Beverly, New York, N. Y.  
 Warren, Lawrence K., Baton Rouge, La.  
 Warren, Mrs. Mozelle, Austin, Tex.  
 Wartenberg, Rudolph, Berkeley, Calif.  
 Wassell, Mrs. Irene, Los Angeles, Calif.  
 Waterhouse, Edward J., Watertown, Mass.  
 Waterman, Grace O., Fulton, Mo.  
 Watkins, Mrs. Helen, Morganton, N. C.  
 Watrous, Elizabeth, Morganton, N. C.  
 Watson, Mrs. Helen, Salem, Oreg.  
 Watts, Jo, Spokane, Wash.  
 Wayt, Mrs. Julia H., Morganton, N. C.  
 Weaver, Mrs. Edith C., Staunton, Va.  
 Weaver, Madeline, Rochester, N. Y.  
 Webb, Erna E., Austin, Tex.  
 Webster, Adelaide, Rochester, N. Y.  
 Wedein, August, Jacksonville, Ill.  
 Wells, Mrs. Mabel, Knoxville, Tenn.  
 Wendell, Lila, Portland, Maine  
 Wertheim, Julie, Jacksonville, Ill.  
 West, Mrs. Ruth, Knoxville, Tenn.  
 Westling, Tyra M., Rochester, N. Y.  
 White, Ralph H., Austin, Tex.  
 White, Mrs. Ralph, Austin, Tex.  
 Wier, Mrs. Mary F., Baton Rouge, La.  
 Wilbanks, Eugene, Portland, Oreg.  
 Wilcox, Gordon, Faribault, Minn.  
 Wildt, Gertrude, West Hartford, Conn.  
 Wilkins, Clarhelen, Jacksonville, Ill.  
 Wilkinson, Blanche, Spartanburg, S. C.  
 Wilkinson, Mrs. Mattie, Jackson, Miss.  
 Willcoxon, Dorothy L., Austin, Tex.  
 Williams, Mrs. Ethel, Austin, Tex.  
 Williams, Eva, Jacksonville, Ill.  
 Williams, Helen, Delavan, Wis.  
 Williams, Mrs. Jane, Morganton, N. C.  
 Williams, Lucille, Austin, Tex.  
 Williams, Mrs. Lucille, Tucson, Ariz.  
 Williams, Mary Lee, Austin, Tex.  
 Williams, Mrs. Walker, Portland, Oreg.  
 Williamson, Don, Santa Fe, N. Mex.  
 Williamson, Mrs. Kathryn W., Cave Spring, Ga.  
 Willingham, Mrs. Bernardine, Austin, Tex.  
 Willis, Arthur, Berkeley, Calif.  
 Wilson, Helen C., Staunton, Va.  
 Wilson, Kenneth, Jacksonville, Ill.  
 Wilson, Lalla, St. Augustine, Fla.  
 Wilton, Mrs. Mae, Baton Rouge, La.  
 Winebrenner, George, Rome, N. Y.  
 Winn, Lily, Staunton, Va.  
 Witka, Frank, Rome, N. Y.  
 Wohlstrom, Elvira, Frederick, Md.  
 Wolach, Marvin, Santa Fe, N. Mex.  
 Wolf, Mrs. Edna, Berkeley, Calif.  
 Wolke, Mary, Jacksonville, Ill.  
 Wood, Doris, Des Moines, Iowa.  
 Wood, Wilbur, Knoxville, Tenn.  
 Woodruff, Irvan, Berkeley, Calif.  
 Woodward, Helen, Vancouver, British Columbia, Canada  
 Worling, Dorothy, Salem, Mass.  
 Worthington, Mrs. Anne, Delavan, Wis.  
 Wright, Avis L., Staunton, Va.  
 Wright, Mrs. Isabella, Salem, Oreg.  
 Wright, La Preal, Gooding, Idaho  
 Wright, Mrs. Winfred, Vancouver, Wash.  
 Wyche, Virginia, Austin, Tex.  
 Wyckoff, Edith, Salem, Oreg.  
 Wynne, Mattie K., Staunton, Va.  
 Yates, Arthur H., Jacksonville, Ill.  
 Yates, Fred P., Staunton, Va.  
 Yates, Margaret, Frederick, Md.  
 Youngers, Retta, Sulphur, Okla.  
 Youngers, R. T., Sulphur, Okla.  
 Younggren, Darwin C., Great Falls, Mont.  
 Youngs, Joseph P., Washington, D. C.  
 Yowell, Emily C., West Hartford, Conn.  
 Ziebach, Dorothy, Oakland, Calif.  
 Ziskowski, Julia, West Hartford, Conn.  
 Zobel, Emilie, Staunton, Va.  
 Zuk, Mrs. O. M., New York, N. Y.  
 Zurck, Leonard, Buffalo, N. Y.

## CONSTITUTION OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

## ARTICLE I. NAME

This association shall be called the Convention of American Instructors of the Deaf.

## ARTICLE II. OBJECTS

The objects of this association shall be:

First. To secure the harmonious union in one organization of all persons actually engaged in educating the deaf in America.

Second. To provide for general and local meetings of such persons from time to time, with a view of affording opportunities for a free interchange of views concerning methods and means of educating the deaf.

Third. To promote by the publication of reports, essays, and other writings, the education of the deaf on the broadest, most advanced, and practical lines, in harmony with the sentiments and practice suggested by the following preamble and resolutions unanimously adopted by the convention in 1886 at a meeting held in Berkeley, Calif.:

"Whereas the experience of many years in the instruction of the deaf has plainly shown that among members of this class of persons great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unobtainable in others, these differences suggesting widely different treatment with different individuals: It is therefore

*Resolved*, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action and work at the same time, harmoniously aiming at the attainment of an object common to all.

*Resolved*, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor: *Provided*, That the children who are given to articulation teachers for trial should be given to teachers who are trained for the work, and not to novices, before saying that it is a failure: *And provided*, That a general test be made and that those who are found to have a sufficient hearing to distinguish sound shall be instructed orally."

Fourth. As an association to stand committed to no particular theory, method, or system, and adopting as its guide the following motto: "Any method for good results; all methods, and wedded to none."

## ARTICLE III. MEMBERS

SECTION 1. All persons actively engaged in the education of the deaf may enjoy all the rights and privileges of membership in the association on payment of the prescribed fees and agreeing to this constitution.

SEC. 2. Eligibility of applicants is to be determined by the standing executive committee and reported to the convention.

SEC. 3. Any person may become an honorary member of the association, enjoying all the rights and privileges of membership, except those of voting and holding office, on being elected by vote of the association.

SEC. 4. Each person joining the association shall pay an initiation fee of \$2 and annual dues of \$1, but the payment of the initiation fee may be waived by the executive committee.

SEC. 5. There shall be in addition a registration fee of \$1 for each person registered at each regular meeting.

SEC. 6. Any member of the association desiring to commute the annual dues into single payment for life shall be constituted a life member on the payment of \$20.

SEC. 7. Applications for membership must be made to the treasurer, who will receive all membership fees and dues. All privileges of membership are forfeited by the nonpayment of dues.



## ARTICLE IV. OFFICERS

SECTION 1. At each general meeting of the association there shall be elected by ballot a president, first vice president, second vice president, secretary, treasurer, and three directors, these eight persons forming the standing executive committee of the convention. They shall continue in office until their successors are elected, and shall have power to fill vacancies occurring in their body between general meetings.

SEC. 2. There shall be elected by ballot at each general meeting of the association nine leaders of committees, as follows: One for a section on supervision, one for a section on preschool and kindergarten, one for speech development, one for auricular training and rhythm, one for curriculum content, one for vocational training and art, one for health and physical education, one for social and character training, and one for a section on publication. Before the adjournment of each general meeting, or immediately thereafter, the leader of each section shall report to the executive committee for confirmation nominations of a chairman and additional members, not to exceed four, to serve on such committee.

SEC. 3. The general management of the affairs of the association shall be in the hands of the standing executive committee, subject to the provisions of such bylaws as the association shall see fit to adopt.

SEC. 4. All officers and members of committees must be active members of the association in regular standing.

SEC. 5. The standing executive committee shall make a full report at each general meeting of all the operations of the association, including receipts and disbursements of funds, since the preceding meeting.

## ARTICLE V. MEETINGS

SECTION 1. General meetings of the association shall be held biennially, but the standing executive committee may call other general meetings at their discretion.

SEC. 2. Local meetings may be convened as the standing executive committee and the committees on local meetings shall determine.

SEC. 3. Proxies shall not be used at any meeting of the association, but they may be used in committee meetings.

SEC. 4. Notice of general meetings shall be given at least 4 months in advance and notice of local meetings at least 2 months in advance.

SEC. 5. The business of the association shall be transacted only at general meetings, and at such meetings 100 voting members of the association must be present to constitute a quorum.

## ARTICLE VI

In the first election of officers held under the provisions of this constitution, said election occurring immediately after its adoption, all duly accredited active members of the Fourteenth Meeting of the Convention of American Instructors of the Deaf shall be entitled to vote, said members making payment of their membership fees to the treasurer at the earliest practicable opportunity after he shall have been elected.

## ARTICLE VII. AMENDMENTS

This constitution may be amended by an affirmative vote of two-thirds of the members present at any general meeting of the association: *Provided*, That at such meeting at least 150 voting members of the association shall be present.

## ARTICLE VIII

Devises and bequests may be worded as follows: "I give, devise, and bequeath to the Convention of American Instructors of the Deaf, for the promotion of the cause of the education of the deaf, in such manner as the standing executive committee thereof may direct," etc.; and if there be any conditions, and "subject to the following conditions to wit:—"

**REPORT OF THE PROCEEDINGS**  
**OF THE**  
**THIRTY-SIXTH REGULAR MEETING OF THE CONVEN-**  
**TION OF AMERICAN INSTRUCTORS OF THE DEAF,**  
**HELD AT THE WASHINGTON STATE SCHOOL FOR THE**  
**DEAF, VANCOUVER, WASH., JUNE 28-JULY 3, 1953**

**SUNDAY, JUNE 28, 1953**

**OPENING SESSION**

*School Gymnasium, 8:25 p. m.*

Presiding: Dr. Daniel T. Cloud, president.

Group singing: Led by Miss Eleanor Tipton, director, music department, Clark College, Vancouver, Wash.; Dr. Dwight Parish, pianist, Vancouver, Wash.

Invocation: Rev. C. E. Haterius, chaplain, United States Veterans' Administration Hospital, Vancouver, Wash.

Address of welcome: Virgil W. Epperson, superintendent, the Washington State School for the Deaf, Vancouver, Wash.

Address of welcome: Van R. Hinkle, supervisor, division of children and youth, Washington State Department of Public Institutions, Olympia, Wash.

Response: Robert S. Brown, superintendent, the Mississippi School for the Deaf, Jackson, Miss.

Introductions.

Keynote address: Toward a New Understanding of the Deaf Child, Dr. Helmer Myklebust, professor of audiology, Northwestern University, Evanston, Ill.

Appointment of committees.

Announcements.

Dr. CLOUD. The 36th biennial meeting of the Convention of American Instructors of the Deaf will please come to order. At this time we will be favored with some group singing under the direction of Miss Eleanor Tipton, director of the music department at Clark College, Vancouver, with Dr. Dwight Parish of Vancouver as the pianist.

Miss TIPTON. We are going to reverse the order of our songs this evening. We'd like to sing, first of all, God Save the Queen, followed by the third verse of America. Will you all stand, please, and join us in God Save the Queen?

(Group singing.)

Miss TIPTON. Will you remain standing for the invocation, please?

Reverend HATERIUS. In the name of the Father and of the Son and of the Holy Spirit, Amen. Almighty God, it is right, meet, and salutary that we should at all times and in all places, look unto Thee, the Creator and Sustainer of life. First we express our gratitude to Thee that Thou hast brought safely to this city and this auditorium these friends from the various parts of the continent. We pray that they may return joyfully and profitably to their homes, secure under Thy guiding hand. We thank Thee, Our Father, for Thy grace which is daily manifest unto us. Unworthy though we be, Thou dost love us,

and Thou dost show in so many ways that love unto the children of men.

We live in a world that seems difficult because of the many human frailties, but Thou, O Father, has lost none of Thy beauty and Thy goodness and Thy eternity, and so we thank Thee that in this great land of ours we can gather under Thy name and speak with Thee and have Thou speak unto us. And we pray that out of this convention will come a renewed sense of values that shall make lives bigger, more meaningful, more compensating. Forgive us our sins; cleanse us from all unrighteousness, and sanctify us with Thy Holy Spirit. Thus we commit ourselves into Thy care and Thy keeping. Guide us, lead us, and finally, O Lord, in Thy mercy, save us. We ask it in Thy most Holy Name, Amen.

Dr. CLOUD. This seems to be the appropriate time for us to hear a few words of welcome from the superintendent of this fine school, who, with the members of his staff, will be our host this week, and it gives me great pleasure to present to you now Mr. Virgil Epperson the superintendent of the Washington State School for the Deaf. Mr. Epperson. [Applause.]

#### ADDRESS OF WELCOME

(Virgil W. Epperson, superintendent, the Washington State School for the Deaf)

Mr. EPPERSON. President Cloud, members of the 36th convention, and guests, I don't think I can do better than to say again what I said in Missouri when you were invited to come West. I said at that time that it would be an honor and a privilege to have this convention come to the Northwest, and particularly to Vancouver, Wash. We certainly say that with all sincerity. And it is not only with honor and as a privilege that we welcome you here. We do so with mingled pride and humbleness. I never go to a convention or conference that I don't come away with a lot of pride in being a member of this profession, nor do I come away without a feeling of humbleness that I am allowed to be one of a group of people that is trying to make the world a little better and help the fellow who's not quite so fortunate as we are. I think we do it in a special way. So we are particularly proud to have you here. We hope that our hospitality and our facilities will be sufficient. If there is something that we can help you with, we certainly will be very happy. If it's within our power, within our ability to help you with any of your problems while you are here, we are here to serve you. I assure you that each of us in the Washington School will be very happy to do just that.

So I am happy to welcome you, as superintendent of the school and for the school. I also have personal reasons for feeling very happy to have you come. You know, some years ago when I was quite a lot younger than I am now, I asked a distinguished member of this profession for a job in a State somewhat to the east of us. He said, "What did you go way out there for? Why, you went out to the jumping-off place. Nobody will ever hear of you."

Maybe, we haven't done very much in Washington State, but we are very happy to have the convention come here. It shows they did hear of us. And then too, I would just like for you people to know that we don't have wild Indians any more behind trees and one way to prove that is to have you come. One lady said in the Middle West when I



was back there, "I believe our church still sends missionaries to the west coast." [Laughter.]

But we want you to know that the west coast is a nice place, and you're going to hear more about the west coast. I'm not here to sell Washington State, but as I say, it's with a lot of personal pride and satisfaction that I welcome you here.

I would like to say too, that the Oregon State School for the Deaf, Mr. Clatterbuck and his staff, have done a great deal in helping us get ready for this convention, and to them we are most grateful.

The school in British Columbia has also been of assistance, and we certainly are grateful to them. So this really is a Northwest convention, and we can say particularly, Washington State. We hope you like the Northwest. We'd like to do something about the weather, but you know there are some things we can't change, and of course the weather is one of them. We can always say, "This is very unusual." You know, one of our sister States on the west coast would say that, but we do usually have a nice June and we hope that things get back to normal before this convention is over.

If there's anything we can do for you collectively or personally, we'll be very happy to do so. We hope you like the Northwest and will come again. We are not so optimistic that we'd say within 10 years, but we hope you come again. Thanks very much. [Applause.]

Dr. CLOUD. Thank you, Mr. Epperson. While you have assured us that perhaps there aren't any Indians behind the trees, we haven't assured you that after this week here you may think there are Indians behind these trees.

Our next speaker will be presented by Mr. Epperson, who, I understand, works under his immediate supervision, and I'm sure knows him better than any of us. And so, Mr. Epperson, if you will present the next speaker for us.

Mr. EPPERSON. Thank you, Dr. Cloud. It's a very real pleasure for me to introduce the next speaker. You know you can always say nice things about your boss. In fact that's a good thing to do psychologically. Sometimes people don't really mean some of the things they say about their bosses, perhaps, because it is the accepted thing to say something nice, but I am happy to say in all sincerity that this man who is supervisor of the division of children and youth in the State department of public institutions, and our guiding hand in this school, in seven institutions having children and youth, I believe, is a man who is definitely interested in children and youth.

He is known for his interest in their behalf. He's known for his sincere endeavor to better the various conditions of children and youth throughout the State. We know him for his sincerity of purpose and we know him to be our friend as well as our superior. It gives me great pleasure to introduce to you Mr. Van R. Hinkle, supervisor of the State division of children and youth. Mr. Hinkle. [Applause.]

#### ADDRESS OF WELCOME

(VAN R. HINKLE, supervisor, division of children and youth, Washington State department of public institutions)

Mr. HINKLE. Thank you, Virgil. Dr. Cloud, ladies and gentlemen, it is a genuine pleasure to extend official welcome and greetings on behalf of the State of Washington and its governor, the Honorable

Arthur B. Langlie, to the 36th annual convention of the American Instructors of the Deaf.

We are happy that our State school for the deaf, of which we are so proud in the State of Washington, can be host to the first meeting of this association in the Pacific Northwest.

It is the hope of our citizens and our governor that after a successful convention has been concluded many of you may have the opportunity for an extended stay in order to enjoy at your leisure some of our beautiful lakes, streams, mountains, and seashore. I am certain you will find a cordial reception and true western hospitality from our citizenry as you travel about our evergreen empire.

We, in Washington, are keenly conscious, as indicated by signs you will frequently observe reading, "Keep Washington Green," of the importance of preserving our great natural resources, particularly our rich forests; for lumbering and timber products represent our No. 1 industry from an economic standpoint.

However, your association is meeting here to consider the conservation of this State's and this Nation's greatest resource—our children and youth. Certainly no more worthy purpose could call you men and women together and to no higher calling could your lives be dedicated—that of contributing to the fulfillment of the God-endowed potential within the being of every youth with whom you are privileged to work and associate as teacher and friend.

Perhaps it is not too presumptuous of me to suggest that your hearts and minds be kept firmly anchored on this cardinal principle of service—this high mission in which you are engaged that smacks of the spiritual and thereby earns an eternal quality, as you may possibly, during this convention, and certainly later in your individual programs, become involved in method disputes and technique clashes, in administrative difficulties that so often beset tax-supported programs, with zealots who would make war on the issue of day schools as against residential schools, and disagreements in reconciling theory and practice in applying such general principles as treating our handicapped children as normally as possible. As these procedural difficulties arise, as arise they will, I trust the importance of the mission to which your careers are dedicated may keep you objectively secure above these transient and passing storms, and that your decisions may follow the lodestar whereby these issues may be resolved; that lodestar is, I suggest, "What best serves the interests of the children I serve shall dictate my course of action."

Perhaps I am not amiss to suggest another principle to keep in mind in consideration of future moves in this important field you are giving study this week. I would suggest that we never lose sight of the pioneering work in education of the deaf and hard-of-hearing child that has been contributed by dedicated and devoted educators of the past—the definite attainments they have made, some comparatively recently, as they have proved that the deaf child need not also be the dumb. Those who have brought to such a remarkable state of development of the special techniques of learning and teaching the deaf to understand and to use speed need no apologists. Their accomplishments speak for themselves and it is well to heed these gains lest change be made without proper evaluation of the past.

I wish to take a few moments to mention that here in the State of Washington, by reason of statewide interest in this field, legislation

focusing on the needs of handicapped youth was passed in 1951, whereby a division of children and youth services was created in our State.

Included within the responsibilities of the division are the mentally handicapped, as represented by our 2 State schools for the mentally deficient; the socially handicapped, as contained in our 2 State correctional school programs; and the physically handicapped, as represented by our State schools for the deaf and blind situated here in Vancouver.

Under this law, employees and superintendents have been placed under a State civil-service program, and a 21-member lay board known as the Washington State Council for Children and Youth serving overlapping 6-year terms has been appointed. This council serves as an advisory body to the division and superintendents on matters of institutional policy that arise. The relationship yet to be fully attained is for subcommittees of 7 members of the council to act as a local board of school directors in each of the 3 areas mentioned.

It is too early to indicate whether this unique type of administrative structure is the best that can be evolved here in Washington for serving those children in need of services that cannot be provided by the resources of the family. However, justification for this statutory organization can be found in the common program that exists at each of our State schools and our forest camp, which can be generally broken down into three major emphases: (1) Diagnosis by proper identification of the handicap; (2) treatment, education, and necessary training of a rehabilitative nature; and (3) return to the community as an acceptable and productive member of society.

With any handicapped child whom we have the responsibility of training and educating, emphasis is not alone upon dealing with the handicap and acquiring a trade compatible with it, but also upon the capacity to manage one's personal life, the ability to cooperate with others and adjust to one's surroundings, willingness to accept criticism, knowledge of acceptable conduct, dress, and actions—these personal qualities and others we deem of equal importance to acquiring a salable skill.

We feel the citizenry of this State may very properly ask: "Of what importance are these basic mechanical skills if the attitudes of cooperation and consideration, respect for the rights of others, and so on—the social skills without which our present society may very well destroy itself—are not inculcated in the lives of the children placed in our care?"

It should be added that our division and council are endeavoring to have our State schools have a place in their local communities other than in a physical sense. For many years our institutions were deemed custodial schools with little of interest to the public and they thus remained separate and apart from the community. Today all our State schools are endeavoring to take their place in the community as a facility offering special education to a large group of children who cannot be taught by the regular public schools.

With the conviction that public support and understanding is necessary for any progress, citizens are urged to see what we have, know what we need, appreciate what we accomplish, in order to better understand our problems, none of which are concealed from sincerely interested citizens. With this policy supported by our council and

our superintendents, no longer need any type of school for the handicapped be the skeleton in the community closet.

I have indulged upon your time to outline what one State has done in a rather unusual administrative setup knowing of your interest in our current experiment here in Washington State. Needless to add, a close working relationship is maintained with the State superintendent of public instruction, the Honorable Pearl A. Wanamaker, and her staff.

Many thoughtful persons believe that the schools of America, and such includes our entire educational program for our youth, are today more important than at any other time in the history of our Nation. As the struggle for the minds of men becomes more intense, and as the two basic world ideologies become more pronounced in their cleavage, the part which education will play in the eventual outcome cannot be overemphasized.

In the tasks that lie ahead, conservation of all available productive manpower is imperative, and in this regard alone, the teachers, such as in this convention assembled, have a most significant role to play.

In carrying out this role during the emergency years now upon us, teachers of your profession may have your greatest opportunity for progress, as regrettable as it is that it must come about in this way. As you are aware, many of the places of those called to the Armed Forces and to war-production effort are being most capably filled by persons with physical handicaps. Many more will find successful and productive lives in society if we provide the inspiration, ability, and energy to give them the timely assistance they need and require.

So it behooves all in attendance at this important session to analyze accurately the present situation we find ourselves in during these critical days, to take a good look at our schools and their programs, to make sure that the best possible physical environment and equipment is being provided in which children may acquire, under the guidance of the best qualified teachers we can obtain, those concepts which result in the continuation of the American way of life and its preservation for all who would follow this path.

In the words of Maltbie B. Babcock:

We are not here to play, to dream, to drift,  
We have hard work to do, and loads to lift;  
Shun not the struggle, face it, 'tis God's gift.

With every good wish for a successful and significant fellowship together and my personal appreciation for this opportunity to appear before you tonight. I thank you. [Applause.]

Dr. CLOUD. We shall now hear from Robert S. Brown, superintendent of the Mississippi School for the Deaf, who will respond for us.

#### RESPONSE

(ROBERT S. BROWN, superintendent, the Mississippi School for the Deaf)

Mr. BROWN. Dr. Cloud, Mr. Hinkle, Superintendent Epperson, distinguished guests, fellow workers, and friends, it is with humility that I respond to your most cordial welcome to the great Pacific coast that I see and hear so much about, some of us for the first time.

It is thrilling and fine to travel some 2,700 miles through the greatest country ever known to man on this earth, to such a wonderful State as

you possess. I notice that your State is about the size of the State of Missouri, which is an average State for the 22 States west of the Mississippi River, but it is also larger than any of the 26 States east of the river.

We of the State residential schools, public and private day schools, parochial schools, and other schools, who are engaged in teaching the deaf in the States of the Union and the District of Columbia, the Dominion of Canada, and other countries represented, are extremely happy to spend these days of fellowship and work with one another in your great State, and we thank you for your kind invitation. I know that much good will be accomplished here that will be of everlasting benefit to the boys and girls represented in our areas.

Mr. Hinkle, we of the profession look on Mr. Epperson as one of the outstanding men in our profession, and we are thankful to him and his staff for what they are doing to make this convention a success. I know, Mr. Hinkle, if you will study the expenditure of money spent on educating the deaf in the State of Washington, you will come up with the unchallenged statement that I have made in Mississippi. We have spent in this first hundred years, \$6,234,232.42, if I don't get a little more money from the next session of the legislature. And I think that if you will weigh carefully the benefits gained from the money that is spent, I daresay that there never has been a dollar spent in any State that has meant as much as the money spent for educating the deaf. I think you can justify it from an economic and humane standpoint.

I've been trying to figure out how Dr. Cloud and Dr. Ingle figured I should respond to this welcome address, but I found that 36 States in the American Union make a direct contribution physically and financially to the great State of Mississippi. Soil and water is deposited in a watershed that extends from the State of Idaho into Canada above Washington, over to New York, from the Rockies to the Appalachians, from the Great Lakes to the great Gulf of Mexico. That soil is deposited there in one of the most fertile deltas in the entire world. It produces cotton, and I feel that that is the reason they called on me to respond, because I feel so indebted to you. [Laughter.]

We've had a wonderful trip, traveling up this watershed some 2,700 miles. Of course Texas you know reaches out here; this is just a province of Texas. You can find people down in Texas will tell you that. I'm glad for one thing, that we ran out of Texas weather after we got to Colorado Springs, because we passed through one little town and it was 110°. We'd planned to spend the night there, and they said it had been 117° the week before, an alltime high for the State of Texas, and we should be comfortable and cool after they had gone through that; but we decided we'd come on through Amarillo and spend the night there. And of course your wind, it got me in a cool breeze, your air-conditioned Pacific coast wind reached down to Amarillo and we enjoyed a fine night.

I don't know that I've ever enjoyed a trip more, and I know much good will be accomplished here. I'm going to make a confession here. I had high hopes of inviting this conference to Mississippi in 1955, but after coming out here and seeing the difference in the heat, I don't believe you'd like to come down there. We'd like to have you, but we would give you a warm reception. [Laughter.]



I might say this, that all the States as you come this way though, sell themselves.

We got into Utah and found Brigham Young. I told my wife that I thought it was "Bring 'um Young" and I thought she was most too old to come, but she's here with me.

I notice where Thomas Jefferson called this Columbia River "the gateway to the Orient," and I looked at my geography and I figured that he was about right. You know we in the South claim a direct relation to him and we figure he was one of our great Presidents. We claim our Democrats came from that faction and we're proud to claim that.

It is wonderful, but I think we should think of the cares and responsibilities. I heard a defeated Congressman, after he had been in Congress some 20 years, make a statement the other day, and he said, "There are four great movements in the United States today." He said, "Cattle is coming East, cotton is going West, the Negro is going North, and the 'damn Yankee' is coming South." [Laughter.] I think that's a good analysis of the situation.

The fact is this though, that gateway to the Orient carries with it a great responsibility, as I see it. I think that you are the torchbearers, you are going to be the watchdogs for the world. I think that Congressman probably was right, and I think it has been good for the country. As long as we stand united against the Asiatic communistic hordes that might invade our country. It makes me think of Kipling's poem:

East is East, and West is West,  
And never the twain shall meet.

In conclusion, I would like to say in the name of our profession, "Thank you," for the wonderful work you have done and are doing to make this a worthwhile convention. Thank you. [Applause.]

Dr. Cloud. Thank you, Robert. I think you expressed our sentiments very satisfactorily and certainly to the satisfaction of the president.

You may wonder, some of you, who all of these good-looking people are on the stage platform, and I think this would be a good time to present them to you so that you may identify their position in the convention. The first vice president, of course, most of you know—Dr. Truman Ingle, superintendent of the Missouri School. Will you stand, please? [Applause.]

Will you hold your acknowledgments until after these people are all presented, please?

Miss Elizabeth Benson, second vice president, is unable to be with us.

Dr. Odie Underhill has been the treasurer of the organization for a great many years. [Applause.]

Mr. Tom Dillon is the secretary and is connected with the New Mexico School for the Deaf.

Dr. Underhill is connected with the North Carolina School for the Deaf.

As members of our board of directors, we have Mrs. Evelyn Stahlem, principal of the Mary Bennett School in Los Angeles, Calif.; Mr. James Galloway, who is superintendent of the Rochester School for the Deaf at Rochester, N. Y.; and Dr. Charles McDonald, who is superintendent of the Vancouver School for the Deaf and the Blind, at Vancouver, B. C.

We also have in the audience two distinguished guests I should like to recognize and have you meet and become acquainted with them. One of them is Dr. Arthur Underwood, who is an otolaryngologist and is the chairman of the board of otolaryngology of the State of Washington. And the other is Mrs. Marion Grew, who is the superintendent of the Washington State School for the Blind, whose facilities we are likewise using. Is Mrs. Grew present? Will she stand, please? There, back there. [Applause.]

I do not feel that our interpreter of the theme of this convention really needs a formal introduction to any group who are working with deaf children. I have known him for a number of years, as have many of you. We have watched him grow and develop in his work and in his field until he has reached the top pinnacle. While no longer actively engaged in classroom teaching as a teacher of the deaf, he is very active in the work of the deaf and has served many organizations dealing with children with impaired hearing as a consultant and as an adviser. I personally know of no one in this profession of ours who is better able to tell us the story that he will give us tonight.

In addition to the many honors that have been conferred upon him by his associates, he has more recently been elevated to another position of trust in the great university with which he is affiliated. But there is one distinction I think that he has which is something obvious and upon which we can all agree. A couple of years ago the students of his university voted him the most handsome man on the faculty on the campus of the school he represents. I am sure that as you look upon him you will agree that their choice was a good one.

It really gives me great pleasure, and it is indeed a privilege for me to present to you as our speaker tonight Dr. Helmer Myklebust, professor of audiology and otolaryngology, Northwestern University, Evanston, Ill., who will speak on the subject Toward a New Understanding of the Deaf Child. Dr. Myklebust. [Applause.]

#### TOWARD A NEW UNDERSTANDING OF THE DEAF CHILD

(Dr. HELMER MYKLEBUST, professor of audiology, Northwestern University)

Dr. MYKLEBUST. Dr. Cloud and officers of the convention and fellow members of the convention, it is a real honor for me to have this opportunity to address you. I am especially pleased because of the theme of this convention. This theme is, "Toward a New Understanding of the Deaf Child." This theme implies a past and it declares a change in emphasis for the future.

We who have spent a substantial part of our lives in working with the deaf are not ashamed of the past, we are not ashamed of our progress and accomplishments. Rather, we look upon the past with feelings of satisfaction and assurance. However, as the theme of this 1953 convention indicates, we are keenly aware that a new interpretation, a new understanding now is needed. Of what should this new understanding consist? On what kind of information, or on what interpretation should it be based?

First, it must be based on an evaluation of our past experience, on an analysis of our achievements and our failures. For example, it is now apparent that in the past we have considered deafness and its implications too narrowly. The problems of the deaf have been

interpreted largely in terms of communication, speech, speech reading, and residual hearing. If the deaf child did not learn to speak and to read the lips, the educational program was declared a failure.

Language has been made the problem of the deaf. To state it differently, in the past the problems of the deaf have been defined largely in terms of communication. The child's program, even his future, has been defined in terms of speech and language.

The major thesis of this discussion is that irrespective of your school of thought, irrespective of the methods used, the problems of deafness have been defined too narrowly. There has been an oversimplification of these problems. What we call language has become an end, not a means to an end. What we call speech, has become an end, not a means to an end. Wearing of the hearing aid has become an end, not a means to an end. Deafness results in an obvious impairment in ability to communicate. This is a major problem, but it is not the only problem.

The obviousness of the communication problem and its importance may be the reason that we have dwelt on it to the relative exclusion of other problems and considerations. We can now state that an essential aspect of a new understanding of the deaf child is that we define his problems more broadly, more realistically, more understandingly. This new understanding must be based on the nature of deafness itself and its effect on the total individual.

With this in mind, let us consider briefly the nature of hearing and nonhearing. Hearing and vision are the distance senses. Normally these senses supplement each other continuously. However, vision is usually directed specifically to the task at hand, that is, to the foreground; while hearing serves to keep the individual in contact with the total environment, that is, the background. This is based on the natural inherent aspects of hearing and vision.

For example, vision is directional. We see only in front of us, not out the back of our heads, while hearing is nondirectional, covering and keeping in touch with the total environment continuously. Furthermore, hearing functions day and night, while asleep or awake, around corners, and into the dark. When one does not hear, it becomes essential to keep in touch with the environment in a different way. The all-purpose hearing sense is missing. Vision, as much as possible, must be used for both foreground and background purposes. In addition, the kinesthetic sense becomes the sense of awareness and warning. Footsteps are felt, then the sense of seeing is directed to explore the situation further. Instead of hearing and vision, the combined and supplementing senses now become kinesthesia and vision. But kinesthesia is a much less effective sense than hearing for contact and exploratory purposes. This means that it is more difficult to really know the environment well when one does not hear. It is more difficult to keep in contact with the environment. It is more difficult to completely explore the environment. There is always discrepancy between what we think the environment is like and what it is really like.

The deaf child that builds with blocks focuses attention with his eyes to the task at hand. Then he feels through vibration, because vision is focused in the foreground, he feels what is happening behind him. When he feels the sensation, then he must look, explore, then back again. So his behavior is characteristic in that he uses vision for

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foreground and senses through feeling what is happening around him, because the sense of hearing, which for the hearing person covers the waterfront, is not operating.

Another way of stating this phenomenon is that there is always a real world and a world as we see it, because it is difficult for the deaf child to touch and explore the environment in the ways in which he must. You see, even those of us who have all of our sensory capacities have difficulty at times in accepting the environment as it is.

It is becoming apparent, and the new understanding of the deaf child must emphasize, that it is very difficult to know what the real world is like when you do not hear. It is easier when you are deaf to accept distortions on the basis of misconceptions. We must emphasize that deafness is a significant and consequential sensory deprivation.

With the help of some experimental data I will illustrate later more concretely what this means.

It is the purpose of this part of our discussion to emphasize that deafness causes the individual to behave differently. The entire organism functions in a qualitatively different manner. This shift in behavior and adjustment is compensatory in nature. When a basic sensory deprivation such as deafness occurs, the organism must make changes in its functioning in order to meet the environmental demands and to survive.

Deafness does not simply cause an inability in verbal communication. It causes the individual to see differently, to smell differently, to use tactual and kinesthetic sensations differently. And more importantly than all of these, but because of them, the deaf person perceives differently, and even his concepts are different. As a result of all these shifts in functioning, his personality adjustment and behavior also are different.

To say that the deaf person is like the hearing except that he cannot hear is to oversimplify and to do an injustice to the deaf child. His deafness is not only in his ears, it pervades his entire being. Important as ability to use spoken and written language may be, the new understanding must emphasize that we are missing the basic effect of deafness when we do not see the much more pervasive manner in which deafness is consequential. To see this is not to be pessimistic; it is not to be hopeless. No. It is to see deafness for the severe, organismic deprivation which it is; not to be dismayed by what we see; not to deny it, but to take steps on the basis of this new understanding, to alleviate these multiple ways in which deafness is affecting the individual.

Our program now, then, is broad, not narrow. It varies according to the individual needs of our children. It considers basic differences, such as age of onset, etiology, degree of deafness, personality differences, but it has as its objective the best possible self-expression and overall development of every child.

I have stated that the new understanding of the deaf child should be based in part on our past experience and on the nature of deafness itself. This new understanding also should be based on current findings of research. During the next few minutes I will take the liberty of directing your attention to some research data which seems to me to illustrate and emphasize the comments which I have made up to this time. For example, I have stated that deafness is not simply

resulting in an inability to communicate normally. Rather, that the effect of deafness is pervasive and is consequential in regard to the total functioning of the individual.

One of the ways in which to verify such a statement is to measure various aspects of the individual's behavior. This is what we have done and, of course, it is what has been done by many educators and other scientific workers in this field. I do not presume to review all of the work which has been done. Rather, I have selected specific research results covering various areas of the behavior and functioning of the deaf. The primary purpose of selecting the data as I have is to suggest the importance of considering the problems of deafness more broadly, from a broader frame of reference than that which has been common in the past.

Mr. Reay, could we have the first slide, please? The first area on which we have some results is that of motor capacity or coordination. These results are from the Oseretsky tests of motor proficiency on 50 deaf children, 30 boys and 20 girls. The chronological age of the boys and girls is very much the same, 11.3 for the boys and 10.11 for the girls. This motor test measures different types of motor functions.

First we have a general score called "motor level." Then we have general static, which is balance; and we have dynamic manual, which is manual dexterity, use of the hands. Then we have general dynamic, which is overall coordination of the whole body. Also speed of motor movement, then simultaneous movement which means ability to use the arms and legs in a different manner but at the same time. Lastly synkmesia which is the involuntary use of muscles; the use of muscles which are not supposed to be used in the particular task at hand.

The scores before you are retardation scores as compared to the norms for hearing children. The overall retardation was 1 year and 10 months for the boys and 1 year and 6 months for the girls.

On general static, which is balance, the retardation goes up to 2 years and 4 months for the boys, 2 years and 7 months for the girls.

Dynamic manual, use of hands in manual dexterity, has very little retardation, just 4 months and 2 months which is not significant.

In general dynamic coordination, there is about 1½ years retardation for the boys and about 1 year for the girls.

Notice speed. This is something we're devoting a lot of thought to now. Why is this true? The scores here show a considerable problem—4 years, 4 months retardation for the boys and just over 3 years for the girls.

In simultaneous movement there is a 2½-year retardation for boys and 1½ for the girls. Again, in overflow movements, as they are called, there is less retardation for both boys and girls.

May I have the next one, Mr. Reay? We have another type of motor coordination test which we have used. These are scores on the Heath Railwalking Test. We had 105 deaf children and 41 hearing children. The average age of the deaf children was 13 and the hearing children were 13 years of age. Now, you notice that the scores for the deaf and for the hearing are quite different. Also, that there is a considerable difference between the boys and girls, which has been true of all testing of this kind. The retardation for both sexes as compared to the hearing is almost identical—33 points and 34 points.

Now may we have the lights, please? [Lights snapped on.] Both of these research studies suggest that there is a problem of motor coordination which is related to deafness. In other words, deafness affects the organism motorically. The reasons for a relationship between deafness and motor functioning seem to include both psychological and organic factors.

The second area which I wish to mention, but on which I will not take time to present research data, is the area of peripheral vision. By peripheral vision we mean impairment of visual acuity. Recent studies have revealed that the incidence of poor vision in a population of deaf children significantly exceeds that which is expected in a comparable group of hearing children. The reason for this higher incidence of impaired vision probably is that when diseases or upsets or congenital deficiencies cause hearing impairment, there is a greater probability that the child also will have some impairment of vision. Attention to the impaired vision of the deaf child must be considered one of the aspects of the new understanding.

The third area which I wish to mention in connection with the pervasive effects of deafness is that of intelligence. As you know, approximately 30 years ago Dr. Rudolph Pintner asked the question, "Are deaf children inferior in intelligence?" Also, as you know, Dr. Pintner came to the conclusion that deaf children were inferior in intelligence. However, during the past 15 years, various workers have uniformly concluded that if nonlanguage tests of intelligence are used, deaf children are not generally inferior in intelligence.

It is interesting that after this conclusion was reached, most of us again oversimplified the problem. We made the direct inference that if the deaf child is quantitatively equal to the hearing child in intelligence, then he must also be qualitatively equal to the hearing child in intelligence. We are now aware that this inference is not true. What do we mean? We mean that it is becoming clear that deaf children should not be considered inferior in intelligence as compared to the normal, however, the use of their intelligence, that is, the qualitative aspects of their perceptual and conceptual function and their reasoning does seem to be different.

I shall show some data to illustrate more concretely what I mean by this qualitatively different nature of the intelligence of the deaf as compared to the intelligence of the hearing. We might state the problem of the intellectual function of the deaf in this way: On the average the deaf child should not be considered inferior in intelligence. However, it is difficult for him to live up to the potential of his intellectual capacity. It is difficult for him to use his intelligence in as broad and in as subtle and abstract a manner as does the child without hearing impairment.

Now may I have the next slide? Before us we have some results from the Wechsler Bellevue intelligence test. This test consists of 5 tests which are verbal in nature and 5 tests which are nonverbal in nature. Therefore we get a verbal score and a performance score. We can combine these two scores and get a full score.

Here are the verbal scores for the boys and the verbal scores for the girls, 67 and 65, respectively. These are standard deviations here. The scores for both sexes are comparable and full at about two-thirds of the average of 100. But notice on the performance test we have 104 and 99, both within the normal of a hundred. On the performance

test there is no inferiority. Obviously, when we combine these, we get a reduction and the full-scale scores are 83 and 81.

All right, now, can we move this up a little, please? That's fine. We have been wondering whether the intelligence level of the deaf child would change from early in life to the later school years. There is some evidence now that this is true, that this problem of the potential of his intelligence, which I have mentioned, gradually reaches a better level. However, that did not show up on our group which included 12, 13, 14, 15, 16, 17 years of age. Look at these scores. The verbal scores for the 12-year-olds, 64; 13, 60. There were 17 and down to 10 people in each group. We have 64, 60, 62, 69, 73, 70. There was little change in the verbal scores by age groups.

The performance scores, as you can see, all fall right around the average of a hundred. The performance scores, in other words, remain the same and all within normal limits. Now, if you will pull it up a little more, please?

We are considering the effect of the type and cause of deafness on all of these problems—endogenous or those with familial deafness, as compared to those with deafness which is known to be due to disease, accident, et cetera. Now here again the verbal scores remain essentially the same, that is, no difference between the groups and both of them are within normal limits on performance test score.

All right, may we have the lights, please? [Lights on.] These results on intelligence tests testify to the normal potential of the deaf child intellectually when performance tests are used.

The fourth area which I am going to mention and discuss with you and which also manifests pervasive effects of deafness is that which we refer to as social maturity. By social maturity is meant the extent to which the individual learns to care for himself and the extent to which he is capable of assisting with the care of others. I am not presenting results, but I would like to show you just a little part of the scale which we use for measuring social maturity. Could we have the next slide, Mr. Reay?

This is a part of the Vineland Social Maturity Scale. Just to get a look at some of the items which are used, this scale goes from birth up through adulthood. We're showing you the items which are found from 1 to 2 years of age: starts to walk, marks with a pencil and crayon, masticates food, pulls on socks, transfers objects from hand to hand, plays with other children, eats with a spoon, discriminates edible substances, uses names of familiar objects, walks upstairs unassisted.

Could you pull it up a little, please? Now here's the 2- to 3-year group. Now you get into something a little more independent, that shows the gradual way in which the child becomes independent from his parents. He asks to go to the toilet, makes his own play activity, eats with a fork, and so on.

All right, may we have the lights again? [Lights on.] Now stated differently, this is what we are talking about now, this is independent behavior. Stated differently, it means the extent to which the individual acquires independence, that is what social maturity is. The infant gradually learns to care for himself. He gradually learns to feed himself, to care for his toilet needs, to dress himself, to earn for himself.

Now how does a deaf child compare with a hearing child in these respects? Research on social maturity is suggesting rather definitely that the deaf child matures and acquires independence more slowly than the hearing child. That he remains somewhat retarded as compared with the hearing, even at adulthood.

This research on social maturity illustrates what is meant by the difficulty which the deaf child has in realizing his inherent potential. For example, we state that the deaf child is not inferior in intelligence, but when we consider his ability to assume responsibility for himself and to function in an independent manner, we find that it is more difficult for him to achieve this type of social behavior than it is for the hearing child.

Now, ladies and gentlemen, you see what this means. It means that deafness causes social immaturity; deafness causes an individual to be more dependent on his parents and on other members of society. This is a significant problem because, psychologically speaking, we know that certain deaf people realize that they are more dependent on others, and that because of this dependency they consider themselves incapable and inferior.

One of the basic tasks of the educator and other specialists is to help the deaf child to accept a certain type of dependence; but to realize that a certain type of dependence does not mean generalized inferiority. This is one of the most common problems in the guidance and counseling of the deaf child. I will not show research data relative to the social maturity of the deaf child. The reason for eliminating it is simply that we do not have time to include data for all of the areas, and some of the data I wish to present seems to me to more immediately warrant our attention at this convention.

Certainly we can say, however, that the new understanding of the deaf child must include the awareness that he has greater difficulty in achieving independence and social maturity. And by implication this means that we must all be concerned with programs which will help him to the greatest extent possible to overcome these limitations, but I do not wish to imply that we should assume that we can help all deaf individuals to completely overcome any of these limitations. Part of the new understanding should include the willingness to accept the limitations of deafness for what they are, and to help the deaf person live with them accordingly.

There is no way in which the effects of incurable deafness can be eliminated or completely circumvented. True acceptance of its problems is a basic step toward the understanding and adjustment of the deaf.

The fifth area which I wish to discuss is that of perception. By perception we mean the understanding and interpretation of sensory stimulations. For example, sounds which are heard must be interpreted. Sounds which are not interpreted remain at the level of what is referred to as sensation. Interpretation of sensation, then, is perception. Perception is the process of making sensory experience meaningful.

The perceptual process becomes, or seems to become, highly automatic. Some refer to this process as being primitive. In any event, the perceptual process, that is, the interpretation of sensory experience, becomes automatic and essentially habitual at a very early age. It has



now been well established that intersensory perception is common in the normal individual. In other words, what we are seeing is interpreted partially on the basis of what we have heard, whether what we are seeing is producing a sound or not. This intersensory perceptual function can be described further in this manner; auditory experience assists us in interpreting and evaluating visual experience. Likewise, we are assisted in interpreting both auditory and visual experience by tactual, kinesthetic, olfactory, and gustatory experience.

Furthermore, all of our sensory experience is related to sensations from within. For example, sensations of hunger, thirst and pain all must be perceived, interpreted, and related to our sensory experience. In brief this is what is meant by the intersensory perceptual functioning of the human being.

In recent years one of my primary interests has been this area of perceptual functioning and behavior. Therefore, about 4 years ago we instituted a study of the visual perception of deaf children and compared their perceptual functioning with hearing children. This study was accomplished with the help of Dr. Cloud and the staff at the Illinois School for the Deaf. Some of you may be interested to know that this study has been published recently in a rather big monograph and it's called *A Supplement to Acta Oto-laryngologica* which is published in Stockholm, Sweden. It is now available here and some of you may be interested in it.

Now, before summarizing the results of this study and suggesting its importance in connection with the problems of deafness, I wish to direct your attention to two illustrations of the tests which we used for this study. May we have the next slide?

This is one of the tests, or sample of one of the tests, which we used in making the study of visual perception. Notice that here we have a figure which is covered with some half lines; here's another figure, and here are some half lines without any figure in it at all; and then down here we have a figure with the different half lines across it.

Now this was presented by a tachistoscope, so each presentation was short, it was constant, and the timing was important. The reason for using this kind of a test, ladies and gentlemen, was that it is necessary for us to perceive most of the time what we want as foreground against a background. Right now as I look at you as an audience, I must see you against the background of this room. All sensory experience, then, can be said to be on a background. There are many sounds in this world. Those of us who use our hearing must pick the sounds which we think are important.

There are many things to see at any one time. We are selecting those things which we can see which seem to be the most important to us at any particular moment. Now, here we have intentionally only the background—remember there's a background here too, there's a background of the white back of you, so to speak, behind this slide—but here we have the figure intentionally seated in a background to make it more difficult. Then we have just background, no figure at all; and then we have a different figure in a background.

As we flash the picture on the slide quickly, the child was to select which of the figures he had seen. All right, may I have the next one, Mr. Reay?

Now this is another illustration of a visual perceptual task. These boards aren't exactly boards. They're wood and cardboard with holes



like you see here, and these are marbles. We build a design with the marbles and place it before the child, and he is to take his marbles and his board and make a design just like it. This is a sample, and here are some of the designs which we used. You see that they present certain figures. Here of course we have a square, you see, with a superimposed square like this, so that the squares interlock. And these figures over here interlock in the same way.

Down here we used some colored marbles so we had more than one color marbles and the designs get somewhat more difficult. All right, may we have the lights? [Lights on.]

Both of these tests, then, are to show how we tested the visual perception of these children. The results of this study, visual perception of deaf children, have proved to be challenging and revealing. I can make only a few generalizations regarding these findings tonight. In general, however, the conclusions were as follows: The deaf child has more difficulty in interpreting visual experience than does the hearing child. Perhaps this can be stated better through the use of an example. These results suggest rather definitely that the picture of a bell or a drawing of a bell is more difficult to interpret visually when one has not heard a bell.

Another example is that rain that does not patter as it strikes the window is qualitatively—and note this—experientially different rain. When visual experience is not supplemented by auditory experience, then the visual experience itself is different. This means that the perceptions of the deaf child, the child who does not hear, are qualitatively different from those of the child that does hear. Implications of these findings are far-reaching. In general, the implications are that the deaf child should be given specific training in perception. He should be trained to use all other senses to supplement the visual sense, because the visual sense is his basic distance sense.

Beginning reading materials especially should be planned on the basis of his visual perceptual difficulties. Now from the point of view of the pervasive effects of deafness, this is perhaps one of the most fundamental and consequential ways in which deafness is manifest. Perceptions are the basis of concepts. One of the reasons that we are finding that the deaf child is more concrete, that is, that he is in his mental processes less abstract than the hearing child, may be that the deaf child has more difficulty in structuring and clarifying his visual perceptions.

It is entirely reasonable and logical to assume that this qualitatively different perceptual experience of the deaf child is a basic problem in all of his adjustment and behavior. It can be expected to be related to his progress in all ways, academically, vocationally, socially, and emotionally.

Now the sixth and final area to which I wish to direct your attention is that of personality. A number of us have assumed for some time that a sensory deprivation as great as deafness must have its effect on the personality of the individual. Various studies in the past have indicated that this is true. During recent years I have been making what we call a differential diagnosis of deafness in children, and this must be the differential diagnosis of deafness as compared to a problem such as severe emotional disturbance in early life which is much more prevalent than we assume and causing many children to ignore sound. And in some instances it's necessary for us to

differentiate between those youngsters who are mentally handicapped in contrast to being hearing impaired.

Now I see several hundred children a year in my clinic and these children are all of preschool age. In seeing these children it has become clear that deafness in early life significantly changes the behavior of the child. To a certain extent we can tell what child is deaf and what child is simply emotionally deaf by simply comparing their behavior. I mentioned that on Tuesday afternoon at our research section, it is our plan to present some of these results and to go into some of the rest of these things more extensively and some of you may be interested.

Now, approximately 5 years ago, we instituted a study of the personality of deaf and hard-of-hearing people. This was an attempt to secure research data to help us to understand the relationships between deafness and personality development. Through the help of various educators, especially through the help of Dr. Leonard Elstad and the staff of Gallaudet College, we administered personality tests to a number of the students there. We gave the same tests to a group of hard-of-hearing adults through the help and cooperation of the Chicago Hearing Society.

I wish to show you some of the results of this study of the adult deaf and hard-of-hearing. Now I cannot show you research results on young children, young deaf children, at this time because we are still in the process of completing that aspect of the study and we do not anticipate it being completed for approximately another 2 years. I should like you to know that Northwestern University has made it possible for us to do this research. During the past 5 years we have spent something in excess of \$10,000 trying to gather data of this type. Of course, the schools I have mentioned and many others have helped us. We have a number of other studies in progress through the help of a number of other schools.

I'm a little concerned, ladies and gentlemen, about presenting our results tonight, especially these results on personality, because again we notice the difference between the deaf and the hard-of-hearing as compared to the hearing. I talked to some of you, my close friends, about this because there may be some people in the audience who do not really know the deaf. So they take what I say as a reflection on the deaf. Now, ladies and gentlemen, the results I'm presenting tonight are just the opposite. They are a tribute to the deaf, because in spite of these limitations, they are making a tremendous impact on society. Our plea tonight has nothing to do with reflection on the deaf people. Most of you know them. These results simply show that there is a good deal that we can do to make them better off. And to state again, these results are a tribute to deaf people because of the successful manner in which they get along in life in spite of these problems. And our plea tonight is that the programs must be inclusive and cover these pervasive effects in order to be of more advantage to the deaf people throughout this country.

Now may I have, then, these last slides? We're going to show this to you in sections and it will take me a little time to explain these particular graphs. These results are from the use of the Minnesota Multiphasic Personality Inventory. I have never presented these results before. I'm very happy to have an opportunity to present them to the professional people who work with the deaf in our country.

Let me first define the categories of this test. There are nine different scores for each individual, and they are scored on the following: Hypochondriasis. Hypochondriasis, as you know, is the way in which an individual worries about physical ailments. He worries about colds, about his heart, about pains and so on. Next is depression. This, of course, is the person who is considerably unhappy and depressed. Next is hysteria. Now this is the individual who has a tendency to over-react. His emotions get away with him and go too far. The next is called psychopathic-deviant. This is the individual who has difficulty accepting the cultural mores, the rules and regulations of society; he kicks over the traces.

Then we have masculinity-femininity, which, of course, is a characteristic of people and part of personality adjustment. Masculine men, feminine men, masculine women, feminine women. Then we have paranoia. This is the individual who is extremely suspicious. He's bigoted, fixed in his ideas. Sometimes a great deal of conceit goes with it, of course, this is superficial and unfortunate conceit.

Then we have psychasthenia, which is excessive fatigue, feelings of exhaustion, feelings that one is going to faint, and so forth. And here we have schizophrenia. Schizophrenia, of course, is a term which you hear commonly today and of course technically means splitting of the personality. Schizophrenia is—the best way to describe it is that the individual does not accept the real world so he develops an internal fantasy world of his own, and he uses this world instead of the real one, that is, to certain degrees. If it's severe, of course, then it is a problem of mental illness. Schizophrenia is the most severe and difficult form of mental disease known.

Here we have hypomania. This hypomania category means that the individual takes on too much. He takes on more than he can handle. He's unrealistic in this respect. He has sort of an effervescent, bubbling kind of attitude and doesn't realize his limitations and problems and so on.

You are looking at the graph for the 104 Gallaudet students, men students, these are men, 104 Gallaudet men students. Now up here are our tests of significance. One percent level significance, which is the most reliable statistical difference from the norm which can be ascertained. You notice that these Gallaudet male students were significantly different from the norms, the average college students on which this test was standardized, in every category except one, which is hypochondriasis, where there was no difference between the hearing and the deaf students.

The differences over here are all significant at the very significant level statistically, meaning that it is a true difference as best can be ascertained. But the greatest difference occurred in the category called schizophrenia. Now, ladies and gentlemen, this means that we have a real problem here. This means that the unrealistic behavior of this group of students is a serious problem to them. It is the most serious problem of all.

Now we have taken this test and gone through and eliminated those items which seem to us to not be good items for individuals who were deaf. Some of the items, you see, might be "loaded" as we call it, and these scores are based on those items being eliminated. We have done everything we know how to do to keep this from being cluttered

or being affected by results which are not true. Now then you see the picture. Keep this one in mind. Will you move it over, Mr. Reay, so we can see the score for the girls, the women students?

These are Gallaudet women students. You see here, it goes way down; there are 90 women students. Now will you move it down a little please, Mr. Reay? That's fine, right there. You can't see these that are down, but you notice that they are all nonsignificant. Now notice that on four categories here—you'll have to move it up for me again for a moment—hypochondriasis, depression, hysteria, psychopathic-deviant, were not significantly different from the normal.

But over here on masculinity-femininity, paranoia, psychasthenia, schizophrenia, hypomania, we again on all of these have 1 percent level significant differences. Now I want you to keep this one in mind over here as we go on, but notice that the general conclusion in comparing the women students with the men students is that the women students are tolerating and taking the consequences of deafness more successfully than are the men.

We have 63 women from the Chicago Hearing Society and these people all had hearing before they became hard of hearing. Many of them are wearing a hearing aid successfully and they are common of people who benefit greatly from hearing societies.

Now move it down a little, please. You notice the difference here between these women and the Gallaudet women or the Gallaudet males. Notice that the differences are much less significant. No differences at all, here, where both the men and women of the Gallaudet group were having the most trouble.

Over here there is no significance at all, you see. They are within normal means. And then over here we have three categories which are masculinity-femininity, hysteria, and hypochondriasis, which are significant only at the 5-percent level. That means there is a problem there, but the problem is not as great. But now these people have more difficulties with depression. You notice that the Gallaudet women had no difficulty with depression, they were not depressed about their hearing loss, but they had this other problem over in here. Now these hard-of-hearing women who had had hearing apparently became depressed about it because there is their greatest difficulty.

Now if you'll move it over, please. Now we have the hard-of-hearing men. I want you to notice that there are only 31, and of course that's not enough. It's all we could get. Men frequent, or seek out, hearing societies—hard-of-hearing men seek out hearing societies—much less frequently than do women.

Now, remember that we had a significant difference for the Gallaudet men on all of them except hypochondriasis. Now if you'll pull it down just a little bit, please? That's fine. Notice that the hard-of-hearing man in this group was different from the standpoint of worrying about himself physically, and notice how depressed he was. This was his greatest problem, depression, in contrast to the hard-of-hearing woman, you see. He was also somewhat having difficulty with his emotions getting away from him, with hysteria, get very little with psychopathic-deviant, and notice here that he is very significantly different from the hearing man on his masculinity-femininity. Now I want to call your attention to this again just a little later because deafness seems to cause men to be more feminine, and it is the opposite

with deafness in women, it seems. So this group then, there is some importance here.

You will notice that there was no difference at all here on paranoia, and again in contrast to the hard-of-hearing women the men did withdraw, having difficulty in this problem of contact with the environment, and difficulty over here with feelings of fatigue and exhaustion and some difficulty over here with overcommitment to what they can and cannot do.

All right, may we have the next slide, please? This will be our last slide. Take just a minute on another one. Now these results are from the Gallaudet group only. This is for the men. We had 61. We have many other results of this, but we're only taking a few tonight on the basis of our theme. Now may we have this up just a little bit? That's fine.

These results are from the Kuder Interest Inventory. This is the test which measures the individual's interest pattern. In other words, what are his basic interests? What is he primarily interested in, and how is he motivated with respect to what he thinks he likes to do? Again we have nine scores for each individual, and they are as follows: This is mechanical, interest in mechanical pursuits; computational; scientific; persuasive, that's persuasiveness such as selling; artistic; literary; musical interest; social service, such as teaching; clerical interest.

You are looking at our results for the Gallaudet men, and I want to point out just this. As you would expect, musical interests are low, also persuasive interests are low because they have to do very much with dealing directly by nature of trying to persuade other people. We take this in complete agreement with the results we presented a moment ago.

We notice that the highest level of interest for these men students is in the category of literary, and then next we have artistic and computation. I would also like to point out that these interests are correlated with feminine interests in men, which is in agreement with the test results we just mentioned in the other slide.

Mechanical interests are low. Now will you move it over, Mr. Reay? Showing the results for women, now you notice the difference here. Notice how these graphs here differ. Look at the high mechanical interests for the women. Look at the high interests: Computational, high; scientific, also high. These are in the masculine category with respect to women. Persuasive is of course low again. Artistic and literary are also again high; social service is high; clerical is high; music is down.

The profiles of these scales are quite different and there is some significance we think to the differences which are revealed in these profiles. As I mentioned earlier, we have many other graphs, but these are the only ones we wish to present here this evening. Now may we have the lights please? [Lights on.]

As you can see from these data, our statement at the beginning of our discussion that it is more difficult for the deaf child to understand and to form a close contact with his environment is substantially verified. As a matter of fact, it seems that when deafness occurs early in life, it is extremely difficult for the deaf person to be realistic about the world in which he lives. He tends to withdraw from the world



and to develop an internal world, a fantasy world, if you will, of his own.

All that we know, ladies and gentlemen, about mental hygiene to-day suggests that this is undesirable. Again we find the conclusions of research highly stimulating and challenging. The new understanding of the deaf child must include the awareness that he is making only a partial and tenuous adjustment to his environment. His deprivation of hearing precludes him being able to establish normal contact with his environment. The nature of hearing and nonhearing, the psychology of deafness is beginning to be clarified.

Although the deaf child compensates by using the kinesthetic sense to supplement the visual sense, it is apparent that this compensation is only partially effectual. The educator, the teacher should be more aware of the child's difficulty in maintaining a good, normal, healthy relationship with his environment. Furthermore, these data indicate clearly that no school for the deaf, no department of education, no educator in the field of the education of the deaf child can overlook the fact that the deaf child needs much more psychological and psychiatric assistance. No school for the deaf can be considered to be meeting the demands of the new understanding of the deaf child without providing these services.

Instead of being behind the other areas of the handicapped in providing these services, educators for the deaf should continue to be pioneers and lead in this respect. These services should not be simply diagnostic, but they should be remedial. Programs of psychotherapy, perceptual training, social training, should be included in all programs which are presuming to meet the demands of the new understanding of the deaf child.

Oversimplifying and denying these problems will not help the deaf child. It will not foster the new understanding. In conclusion, one of the primary concerns of the new understanding of the deaf child should be the total happiness of that child. On the basis of research evidence and on the basis of our experiments we cannot conclude definitely tonight that we have been highly successful in bringing about the happiness of the deaf child. Now what do we mean? Of course we mean that real happiness for the deaf child comes from the same source as it does for all people, that is, from the inner feelings. Real happiness comes from freedom from anxiety, freedom from depression, freedom from feelings of your emotions getting away from you. It comes from feelings of being able to take care of yourself; feelings that you are not unduly dependent on others. And remember, we are all dependent on others in certain respects. And feelings that certain dependence does not cause us to be generally inferior.

Freedoms from anxiety, this means over, and over, and over again we must help the deaf child to become aware that the real world is all right. He must be assured and reassured; he must be told and retold; he must be made to feel it; he must be made to feel that the real world is all right and that he has a real part in it. In order for him to feel this, you his teachers, you the educators must feel this. His parents must be made to feel this. The deaf child can and must be made to feel that he is all right.

May I say that there is no area of endeavor which is more rewarding than that of working with the deaf child. We have made much



progress through the new understanding, critical steps of progress in the next few years are assured. Study and understanding of the deaf child will continue to be revealing and meaningful to the understanding of all children, the understanding of human behavior in general.

Yes, this is a rewarding field. This week we expect to learn a great deal about what all of you are doing. I know that the program which has been planned for you will be extremely beneficial to us all. It has been most gratifying to have this opportunity to discuss the theme of this convention with you. This week we shall work toward and give impetus to our theme, "Toward the New Understanding of the Deaf Child." Thank you very much. [Applause.]

Dr. CLOUD. Dr. Myklebust, I do want on behalf of the convention and myself to express our very deepest gratitude to you for the fine interpretation of the theme of this convention, "Toward a New Understanding of the Deaf Child," and I am sure that this new understanding of the deaf child will develop as you have outlined it under the guidance and leadership of those who are working in the field and who are anxious to see these things done that you have so well emphasized in your message this evening. Again, I thank you very much.

It would be extremely difficult for anyone to follow Dr. Myklebust on the program, and I note that this program tonight says that the president's address follows, but I shall spare you the ordeal of the president's report at this time and hope that I shall be able to make this report at our business meeting later on in the week.

Before closing, however, there are a few appointments of committees that have to be made and some announcements. The following committees have been selected. The first named of each committee will act as chairman of the committee. Resolutions: Mr. Quigley of Minnesota, Mr. Huff of Louisiana, and Miss Mary Kirkham of Saskatoon, Canada; necrology: Dr. Doctor, as has been the custom of the past, will serve on that committee. On auditing, Mr. Hester of New Mexico, Mr. Mossel of Missouri, and Mrs. Dora Bolen of Illinois. And on the nominating committee, Mr. Wallace of Florida, Miss Hamel of Rochester, N. Y., and Miss Cecelia Maloney of the Belleville School, Ontario.

I would not want to pass up this opportunity of presenting to you two people in the audience tonight who have had a long association with this school, and it gives me further pleasure to present Mrs. George Lloyd and her daughter, Miss Marie Lloyd. Mr. Lloyd, as you know, was superintendent of this school for nearly, what? 25 years, I guess? Yes, nearly 25 years. Are Mrs. Lloyd and her daughter in the audience? Will you please rise? [Applause.]

I would like to call on Mr. Epperson again for some announcements he wishes to make at this time, after which the meeting will adjourn. And may I remind you that we are going to make every effort possible to follow the time schedule as you find listed in the program and I hope you will take advantage of what has been planned and that you will be prompt in your attendance.

Mr. EPPERSON. I would like to call your attention to the fact that some of you did not receive your membership cards when you registered. Those of you who did not receive membership cards when you paid your dues, should go back to get your cards tomorrow.

I would like also to remind you that the breakfast hour in the morning is from 7 to 8:30. The noon meal 12 to 1:30, dinner 6 to 7:30.

The morning sessions start at 8:45, and the station wagons for you will leave the Evergreen Hotel in the morning about 8 o'clock and will leave the School for the Blind at about 8:15 for those of you who do not have cars.

I would ask all of you to park your cars on the football field, as we are trying to conserve space, we are trying to clear the area here by the school so there will be no traffic problem. So, all of you who can, please park your cars in this area. You'll find an entrance road at the end of the football field just to the east, down by a sign that says "Parking," and drive right in there from Seventh Street, from the street right along here to our north, and you will find lots of room for parking there.

Some of you have mail over at the business office. You may call over there for your mail, and we will announce from time to time the names of people who have mail at the business office. You may put outgoing mail over there in the slot that is above the mailboxes.

I would suggest that you watch the bulletin board in the hall here in the school building for news pertaining to this convention, and if you have long-distance telephone calls, please make them in the office here in the school building.

I would like to call your attention, too, to the exhibits that are in the hallway. Those exhibits are from several schools. If you haven't seen them, they are worthwhile. Take the time to go into the rooms and see the exhibits. Thank you. [Applause.]

(Meeting adjourned at 10:45 p. m.)

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## GENERAL SESSION, MONDAY MORNING, JUNE 29, 1953

### *School Gymnasium*

#### SPEECH

Presiding: Miss Bessie Pugh, section leader, Florida School for the Deaf, St. Augustine, Fla.

Paper: The Necessary Framework for the Development of a Good Speech Program in a School for the Deaf, Dr. Gladys P. Whorton, University of Kansas, Medical Center, Kansas City, Kans., read by Mrs. Marjorie Jacobson, the Washington State School for the Deaf.

Panel discussion: How Should Speech Intelligibility of the Deaf Child Be Evaluated and How Can Yearly Speech Growth Best Be Measured? Discussants:

(1) Miss Priscilla Pittenger, assistant professor of education, San Francisco State College; (2) Mrs. Harriet Montague, director, correspondence course, John Tracy Clinic, Los Angeles, Calif.; (3) Miss Helen Nyhus, teacher, California School for the Deaf, Berkeley, Calif.

Demonstration: Pupils from Salem, Oreg., School, Mrs. Claire S. Painter, teacher.

Demonstration: A Preschool Class, pupils from the Maxon Oral School, Portland, Oreg., Mrs. Walker Williams, teacher; Miss Hattie Harrell, teacher.

Paper: Education Today, Dr. Raymond Hawk, director, campus schools and student teaching, Western Washington College of Education, Bellingham, Wash.

Announcements.

Movie: That the Deaf May Speak.

## MONDAY AFTERNOON

## LANGUAGE

Presiding: Miss Priscilla Pittenger, chairman, assistant professor of education, San Francisco State College, San Francisco, Calif.

Presentation of the problem: Miss Priscilla Pittenger, chairman, assistant professor of education, San Francisco State College.

Paper: An Experimental Approach to Language, Miss Eleanor Earhart, teacher, Hawthorne School, Oakland, Calif.

Paper: The History and Implications of an Experimental Study, Miss Ciwa Griffiths, assistant professor of education, Los Angeles State College.

Discussion.

Announcements.

## PROCEEDINGS OF MONDAY MORNING SESSION

(Miss Bessie Pugh, presiding.)

Miss PUGH. Good morning. This is the speech section of the convention. It was Edgar Allen Poe who said, "Our judgments are as our watches. None runs just alike, yet each trusts his own." Coming from as many different time zones of the United States as we have, some of us have already changed our timepieces to make them harmonize. Perhaps during the course of this convention, some of us will also change our judgment regarding some of the problems we meet in educating the deaf child. Among these problems, none is more difficult than that of teaching speech to the congenitally deaf child, yet the ability to speak characterizes every race of mankind, every nationality, and every tribe of people throughout the world.

It was man's ingenuity in developing speech as a medium of communication that has made our present-day civilization possible. So we cannot overemphasize the importance of speech as a national heritage. Since our speech heritage is a priceless possession, we wish to share it with the deaf to the greatest extent possible in order that they, too, may enjoy the benefits and the pleasures that can be derived from the use of speech as a communication skill.

Our first speaker on the program this morning, Dr. Gladys Whorton, was not able to come because of a serious accident in the family. However, Mrs. Marjorie Jacobson, of the Washington school, has kindly consented to read Dr. Whorton's paper this morning. The title of her paper is, "The Necessary Framework for the Development of a Good Speech Program in a School for the Deaf."

THE NECESSARY FRAMEWORK FOR THE DEVELOPMENT OF A GOOD  
SPEECH PROGRAM IN A SCHOOL FOR THE DEAF

(Dr. GLADYS WHORTON, University of Kansas Medical Center, Kansas City, Kans.;  
read by MRS. MARJORIE JACOBSON, the Washington State School for the Deaf)

Mrs. JACOBSON. I wish that Dr. Whorton were here to read her own paper, as I am sure she could do a much better job on her own brain child, but if you will bear with me, I will try to give you the excellent ideas that she has summed up on "The Necessary Framework for the Development of a Good Speech Program for the Deaf." [Reading:]

A good speech program for the deaf is a speech program that results in the functional use of speech by a majority of the pupils in classroom recitations, social affairs, and business associations. The only way to evaluate the goodness of a speech program is to note from each school the percentage of its graduates

having, not only the ability to use speech efficiently for all practical purposes, but also having the desire to use it.

We know there are effective methods of teaching speech to the deaf as can be demonstrated in many of our schools, but in spite of some excellent speech work within certain schools, we frequently find that children who spoke rather well at the age of 8 use little or no speech by the time they are 18. This is no indictment of the speech teachers who taught efficiently at lower levels. It is an indictment of the overall educational program and of the philosophy held by certain school administrators and others concerned with the educational program of the deaf.

Educational success is based upon year-by-year progress. All pupils will not ultimately reach equally high standards of achievement. However, the test of an educational program is the steady progress of each child. A pupil who can do no better work in arithmetic at 18 than he did at 8 is considered a failure. A student who reads with no better comprehension at 18 than he did at 8 is educationally a failure. This is just as true in regard to speech progress. The failure of deaf pupils to speak more fluently, more precisely, more intelligibly at 18 than at 8 is indication of an inadequate speech program.

Our first concern should be with the education of the deaf child. All deaf children must be taught certain fundamental skills. Skill in the use of speech may be considered a luxury in addition to these. A deaf child can be educated without learning to speak but the ability to use speech functionally immeasurably broadens his avenues of communication and gives him wider contacts in both a business and social way. Certainly no one would question the assertion that a deaf person with good speech and good speech reading ability, in addition to a sound educational background, is in a much more enviable position than one who has been educated without the oral communication skills or one who has been taught speech at the expense of certain other educational attainments. So let us recognize speech for what it is, a highly desirable skill for all deaf who have any desire to communicate with hearing people, but one that is practical only when it is carried out to a point of perfection that makes it a truly functional skill to be used in a variety of circumstances.

A good speech program for the deaf involves much more than just good methods of teaching speech. The speech program must be set within the framework of a good overall educational program. It must be a coordinated part of an effective educational program in which adequate provision is made for the use of speech inside and outside the classrooms in every grade through the entire system to the time of graduation. Since instruction in speech is only one part of the total educational program, it should not usurp time needed for developing other skills. Neither should it be regarded as an insignificant part of the overall program. Speech certainly should not be treated as a parlor trick to be presented in demonstrations for the amusement of visitors, to be pushed aside during regular classroom activities. Either extreme regarding speech in the school curriculum, emphasizing it too much or stressing it too little, may cause many children in schools for the deaf to consider speech with the wrong perspective.

If a school is to have a good educational program, good methods, methods most suitable for the instruction of pupils with a specific handicap, must be practiced. The best methods of instruction for the deaf are probably the same whether speech is used as one of the communication skills or not.

It should be noted that there tends to be some confusion among teachers of the deaf as to what constitutes a method of instruction as contrasted to the means of communication being used in the process of teaching as shown by frequent reference to the "oral method" of instruction. There is no such thing as an oral method of instruction. When this term is used, reference is no doubt made to the means of communication used in class activities. Even if speech is used extensively, the term is still misleading for certainly reading and writing should be equally stressed as basic communication skills.

If we should ask a social-studies teacher of a hearing group what method of instruction she used and she replied, "The oral method," we should certainly feel that we had received a rather meaningless answer. Certainly her pupils use speech extensively but she would not speak of the oral method for no doubt her pupils secure much of their information by reading and express many of their ideas in written form. The teacher might reply that she used the socialized recitation, the lecture method, the unit plan, the supervised study method, the discussion method, the problem or the project method, or a combination of any number of these.

So in a school for the deaf, a teacher must decide upon one of these specific methods or a combination of several of them after careful consideration of their respective merits in use with the deaf. The unit plan, the supervised study method, and the discussion method make a good combination for instruction of the deaf. This combination lends itself adequately to the use of speech but speech is combined with the use of other forms of communication. Speech reading, silent reading, and writing are equally stressed and finger spelling may supplement these skills for those who have special difficulty with oral communication.

A good speech program is not something apart from the other units within the educational program. Speech instruction supplemented by instruction in the use of the reading study skills and much expression through language, in the written form is certainly more effective than too great a concentration on speech alone. The deaf child must be stimulated mentally and must become interested in acquiring knowledge. He will not have keen interest in learning unless material is presented in a variety of ways, some of which do not strike too heavily at his specific handicap. We can kill a child's interest in using speech by failing to supplement speech with other forms of communication. Speech used in class discussions about material that has been read and studied becomes far more significant and more practical than drill on speech in a formal, mechanical way in a special speech class. The teaching of speech must not be confined to a single period during the day. It must be taught as needed during every class period by every teacher associated with each child.

Speech in itself does not stimulate intellectual curiosity, but once the intellect has been properly stimulated, expression will be attempted through speech if adequate speech instruction has been provided within the overall program. The supervised study method of instruction does not penalize a deaf child for his lack of hearing. The child is permitted to see the written form of language which is far more precise and exact for him than having to get information from lip reading. The child is taught how to study, how to reason, how to use his intellectual capacity to the maximum. Interest in learning is held at a high pitch. Knowledge thus obtained will be revealed in speech in class discussions following the study periods. The communication skills are not ends in themselves. They are skills to be used throughout the educational program, skills to be developed on successively higher levels as the pupils move upward from one grade level to another. If they are to be functional, they must improve continuously from year to year.

To teach a deaf child to speak without teaching him to use speech daily in all class recitations is the height of folly, just as teaching him to read without teaching him to learn through reading is an absurdity. To do either of these is like giving a blind man a seeing-eye dog and locking him in a room so that he cannot use it.

In order to have a good speech program, the speech of the deaf child must be based upon the content subject matter of various areas and the daily experiences of the child. We must recognize the importance of teaching the deaf child to think first and then to speak lest speech become mere mechanical vocalization of groups of words having little or no significance or special interest for the one uttering the sounds.

A good speech program must not merely be set within the framework of a good overall educational program, but it must be supported within that framework by a positive, constructive philosophy held in common by the superintendent, principal, supervising teachers, teachers, house parents, parents, and the children themselves. No type of program can be truly efficient without each coworker striving earnestly for a common goal. A good speech program cannot be developed within a school that is divided against itself. It is not uncommon to find some excellent speech teachers within a school that has a very poor speech program. A few excellent speech teachers cannot develop a good speech program within a system where some coworkers are either indifferent to speech development or actively opposed to it.

A speech program is inevitably doomed to failure if the young children being given speech instruction witness apparent disdain for the use of speech on the part of older pupils, superintendent, and other officials who habitually communicate outside the classroom by the use of signs. A small deaf child cannot be encouraged to use speech unless he sees it in constant usage by the older pupils and all adults associated with him.



It is very difficult to grasp the philosophy of a superintendent who includes speech in the curriculum of all or nearly all young deaf children and removes it from the curriculum of most older pupils. If a thing is good, it should be carried to its logical conclusion. If it is bad, it should not be tolerated for a few years. What sort of philosophy prompts one to approve speech for the young and to disapprove it for the older deaf?

Each of us has the right to favor or oppose inclusion of speech in the curriculum of a school for the deaf. The head of each school not only has the right but has the obligation of stating his philosophy frankly and precisely. No one has the right to spend the State's money, to kill the hopes of parents who want speech for their children, and to waste years of a child's life by passively submitting to speech in the curriculum for a few years when he hasn't the courage to support positively a speech program that will lead ultimately to a majority of the pupils using speech freely, easily, and willingly.

If we had within a State one oral and one nonoral school, there might be a chance to get within each school a common philosophy, all in favor of oral communication working in unison in one school and all favoring nonoral communication working unitedly in the other school. It is only with a united philosophy that an ideal speech program can possibly be developed. Such an administrative setup might perhaps end the dabbling in speech instruction in so many schools where a common philosophy does not support a strong speech program.

Such an arrangement might end the rather common practice of having speech taught at primary levels and discontinued for all but a few at higher levels. One would no doubt consider it absurd if the head of a school should announce that arithmetic would be offered at the primary level but work in arithmetic would be discontinued after that or continued for only the few students who showed excellent achievement during the first years in school. It would be equally absurd to teach the mechanics of reading in the primary grades and to fail to continue instruction in the use of higher reading study skills at the upper levels. It is just as absurd to include speech in the curriculum during the primary grades and to remove it from the curriculum just when the children have the mechanical basis on which functional usage could be built.

All children do not attain equal success in all subjects. We do not discontinue a subject because all pupils do not excel. Many children have trouble with arithmetic but arithmetic remains in the curriculum. Many children continue to write poorly but we do not discontinue the use of writing. Many deaf children do not learn to speak fluently. Does that justify us in depriving all or most older deaf pupils of speech instruction?

If we sincerely believe that speech should not be included in the curriculum of a school for the deaf, let us have the courage to state our philosophy with frankness. If we believe that speech should be included in the program, let us have not only the courage to state our belief but let us have the perseverance to carry speech instruction through all grades until it reveals its functional value. This is the only procedure that can result in a really good speech program and that can justify the expenditure of money required for giving deaf people the luxury of oral communication.

A good speech program must be set in the framework of a good overall educational program and should be supported within that framework by a common philosophy held by all adults associated with deaf children.

In addition to being supported by a common philosophy, the speech program should be sustained within the total educational program by differentiated procedure in speech instruction from grade to grade. The type of speech work done in the first grade is quite different from the procedure that should be used in the seventh grade. During the preparatory and primary grades, emphasis must be placed on speech development. At middle- and upper-grade levels emphasis shifts to speech correction, refinement of articulation, and the correct pronunciation of new words appearing in various content subject matter.

We must understand the difference between teaching speech and teaching the use of speech. Speech must be taught at the beginning levels, but emphasis must be placed upon the use of speech at the middle and upper levels. Initial speech development involves hours of work in securing the correct formation of each speech element and in putting these elements together to form syllables and words. It involves voice-building exercises, work on rhythm, pitch, accent, and controlled breathing. At the lower levels a major part of the child's school day is devoted to speech instruction and speech reading. Such a proportion of time cannot be devoted to speech work at the upper levels and it should not be necessary in order to maintain a good speech program. At that stage,



pupils must devote much time to the acquisition of knowledge, to mental development, and to improvement of the basic skills. If children have been taught well at the lower levels, the teachers of older pupils do not have to spend time developing speech elements and the mechanics of speech. Their task is one of correcting imperfections, of increasing both the fluency and accuracy of the children's speech. Their task is to make speech functional by utilizing it continuously in every class recitation to express ideas about subject matter that is of real interest to the pupils. Speech correction should be a part of every class period but need not dominate it if children have a good foundation in speech. It takes but a few seconds to secure the correct pronunciation of a new word if speech has been properly integrated with the whole educational program and children are kept, not disturbed by too great stress on speech, but pleasantly aware of the need for constant attention to it for steady improvement.

At the primary levels we teach the children to add, to read, and to speak. At higher levels we teach them to use addition in solving problems, to use reading to secure information, and to use speech to express ideas.

A good speech program cannot be carried out without teachers trained for speech instruction at various levels. We need more teachers trained specifically to give advanced instruction in speech work. Our teachers have been trained primarily in initial speech development. Many of them are at sea as to where to go from there. More guidance is apparently needed by supervising teachers at the upper levels.

Speech is of little benefit to the deaf unless it is good speech, so if a school accepts the responsibility of having a speech program, it should accept the obligation of making it a good speech program. If the program is set within the framework of a good overall educational program, supported by a common philosophy, and carried out by teachers efficiently trained to teach speech at all levels, it should be good. [Applause.]

Miss PUGH. Thank you very much, Mrs. Jacobson. The next number on our program is a panel discussion. One of our panel members was also unable to be here, so we're going to change the program a little bit at this time. The title of the panel discussion is, "How Should Speech Intelligibility of the Deaf Child Be Evaluated and How Can Yearly Speech Growth Best Be Measured?" The members of our panel are, from your left to right, Miss Priscilla Pittenger, assistant professor of education at San Francisco State College; Mrs. Harriet Montague, director of the correspondence course at the John Tracy Clinic in Los Angeles; Miss Helen Nyhus, of the California School for the Deaf in Berkeley. Miss Nyhus will open the discussion and the panel members have said they preferred to come to the mike rather than passing the floor mike back and forth, so Miss Nyhus will now address you.

#### PANEL DISCUSSION

#### HOW SHOULD SPEECH INTELLIGIBILITY OF THE DEAF CHILD BE EVALUATED AND HOW CAN YEARLY SPEECH GROWTH BEST BE MEASURED?

Presiding: Miss Bessie Pugh, Florida School for the Deaf. Members of panel: Miss Priscilla Pittenger, assistant professor of education, San Francisco State College; Mrs. Harriet Montague, director, correspondence course, John Tracy Clinic; Miss Helen Nyhus, teacher, California School for the Deaf.

Miss HELEN NYHUS (California School for the Deaf, Berkeley, Calif.). Many of us who are extremely interested in the speech of the deaf find ourselves at a loss when it comes to a good objective measurement of a child's speech intelligibility and yearly speech growth. But I'm sure we all recognize it is as important to have an adequate measurement of speech as it is to have one in any other subject matter.

A questionnaire was prepared which we hoped would give us a general idea of the teaching methods currently used throughout the country, and whether or not these methods were adequate. The questionnaire was sent to approximately 24 schools. Many of you have not seen it, so I want to tell you briefly what it included.

The first question was, "How do you interpret the phrase 'Speech Intelligibility'?" Second, "Who does the evaluating, the individual teacher, the supervising teacher, or a group of teachers?" Third, "Are there any group consultations on the subject of the children's casual speech, their general use of speech in the dormitories, on the playground, in the classrooms?" Fourth, "Are there any general efforts to encourage a positive attitude among the teaching staff in regard to speech as a functional means of communication for the deaf?" There were seven methods of testing which we felt were generally used throughout the country. We also asked for an evaluation of each method. They were to be evaluated as "Quite satisfactory," "Fairly satisfactory," or "Inadequate."

The first method of checking which we believe is being used is "Grades given by teachers." The second, "A general impression gained from conversation with the children." Third, "Voice recordings made at the beginning and end of each year." Fourth, "The use of individual diagnostic tests (such as Schoolfield's) to detect the number of faulty speech elements each child has." Fifth, "Random sentences spoken to someone not accustomed to the speech of the deaf and scored on the degree of intelligibility." Sixth, "Sentences composed from a selected word list, spoken to a teacher of the deaf, and scored for intelligibility." Lastly, "Sentences composed from a selected word list, spoken to someone not accustomed to the speech of the deaf, and scored on the subject of intelligibility." Finally, we asked, "How can the method or methods you are using to evaluate the intelligibility of speech one year be used to evaluate objectively year-by-year growth in intelligibility?"

In discussing the results of the questionnaire, I am going to sum up only the findings on question No. 1, "Speech intelligibility." You will learn that we all don't have a common goal. This is readily understood when you recognize the many different frameworks in which we are teaching speech. One school can be in a position where it is possible for them to develop functional speech for communication. But this is not possible in every school. The replies show that:

The standards begin with, (1) intelligible speech is that which can be understood by the child's teacher; or (2) the child's teacher, the supervisory teacher or any other teacher of the deaf; or, (3) intelligible speech by the teacher, plus the school personnel, such as the counselors; (4) by the teachers, the school personnel and the parents; (5) by the teachers, school personnel, the parents, and the friends. You see how that has grown from the beginning with just the intelligibility judged by the teacher through the next successive social order.

Further interpretations not falling into these definite categories were: Speech that can be understood by people unaccustomed to the speech of the deaf. Second, speech that can be understood by anyone. Third, speech that can be understood without repetition. Next, speech that is intelligible in the world of the hearing. Fifth, speech that can be understood without clues or without aids.

And finally, what surely must be the ultimate in speech intelligibility, speech that can be understood through transoms. That's going a little high, but it's an interesting way of putting it. We're not always intelligible over transoms either.

It is clear from this that our goals are not all the same. Surely speech that is understood by only the teacher is too low a goal. It limits the child's communication to a point where it is almost valueless. I personally don't think our aims can be too high. I know that we cannot give a deaf child normal speech, but we should certainly strive for intelligible speech which will serve him for communication purposes within as broad a field as possible.

Now Mrs. Montague will tell you something of the testing methods or the findings that we have on the testing methods and their evaluation.

Mrs. HARRIET MONTAGUE (director, correspondence course, John Tracy Clinic, Los Angeles, Calif.). It would seem that intelligibility of speech is in the ear of the listener as well as in the speech of the speaker. Mary New says that even teachers listen differently. Now I have not heard my own voice for more than 30 years, but I manage to get around. There's only word I find in the English language that I can't make people understand. Can you hear me all right? Is my voice all right?

When I was in Washington, I often had occasion to go to Fourteenth Street. I never could get a taxi driver to understand the word "fourteenth." Can you understand that word? I would always be taken to Thirteenth Street. I don't know why, maybe it was because all taxi drivers were born in the Bronx and say "thoiten" instead of "thirteen," but when I would say "fourteen" they always thought I said "thirteen." Otherwise I got along all right.

To return to the questionnaire, we had one question we asked, "Who does the evaluating of the children's speech?" Practically all say the teachers do the evaluating, grading the speech according to general impressions gained from classroom conversations with the children. This was variously summed up as quite satisfactory, although two schools found it inadequate since the teachers are familiar with the child's speech. Others found it only a fair means of judging since it is too subjective.

Fifteen of twenty-two reports received state that schools do not use voice recordings, although several say they would like to see this method tried. Central Institute tried taking recordings, but found it took too much time in proportion to the benefit gained. Clarke School continues to use voice recordings, using judges who are not completely unfamiliar with the speech of a deaf child but who also are not well acquainted with it. They use Smith College students to judge recordings. They run off the records and the students write down what they think the children said. Then the average of what the Smith College people judged the child's speech was supposed to be the children's grade.

The Arizona School would like to try voice recordings as the most objective method not only of evaluating speech but of measuring speech improvement. The teacher who filled out the questionnaire for Arizona remarked that recordings would be the best method of measuring speech intelligibility, since the factors of language growth

enter into the picture. She adds, "Visitors are always impressed with speech in the primary grades, but it is more difficult to impress them with the quality of speech in the 9th and 10th grade history class." She believes that speech recordings made at different language levels would be a great help.

At the Utah School speech recordings are made every year. Each child repeats 50 of the words he uses most often and reads 1 paragraph from his reader. This record is analyzed by the teacher and the principal and sometimes by the parents.

The most valuable aspect of these accumulating recordings is the trend which begins to show in 3 or 4 years. The voice quality, the enunciation, the accuracy of speech positions, all show change and development. Often the difference is slight but the trend shows. On occasion we have used these recordings before groups without showing the subject matter visually at the same time. When an audience knows what the child says with no visual aid, the intelligibility is beyond question and entirely practical.

At the Tracy Clinic recordings are made of each child's speech each year. Miss Stoner thinks they are chiefly valuable for the guide they offer the child's teacher to help improve that child's speech. They are also used to note characteristic errors of the total group, and this leads to specific aims for teaching speech.

The Colorado School objects to voice recordings because they eliminate the factor of visual perception, which is an interesting idea.

The Detroit School uses voice recordings at the end of each year. Weekly tests are given. The children themselves prepare the material for these tests. They make up the vocabulary list, an original story, and a paragraph from a journal. Then the test is administered by a teacher.

When Miss Pugh answered the questionnaire, she emphasized the point that the speech grade a child receives is often more of an indication of the teacher's standard of acceptable speech than an indication of a pupil's competency. Some teachers tend to grade the pupils within each class on a comparative basis rather than using a fixed standard.

Miss Pugh thinks that some type of rating scale combined with a functional vocabulary list from which sentences are composed might be worked out. She submits a very interesting chart for grading children's speech. She's developing by this chart speech intelligibility aided by lipreading, and speech intelligibility unaided by lipreading.

Miss Pugh has five main headings in her chart on speech intelligibility: "Speech That Cannot Be Understood at All," "Speech Can Be Understood Only if One Knows or Anticipates What the Child Is Trying To Say," "Speech Can Be Understood if One Watches the Child While He Is Speaking," "Speech Can Be Understood Easily by Those Acquainted With the Speech of the Deaf," "Speech Can Be Understood Easily by Everyone."

Then she has the use made of speech, the child's attitude toward speech. Has he a negative attitude? Does he use speech only under pressure? Does he use speech when reminded to do so? Seldom needs to be reminded to speak? Uses speech habitually with everyone except manual pupils?

Then the degree of hearing the child has: Has no measurable hearing; has slight degree of hearing; has enough usable hearing to aid in improving speech; has no usable hearing, but has a natural language pattern; has usable hearing and a natural language pattern.

The extent to which residual hearing is utilized: Some children have a negative attitude toward using hearing; some use it poorly, and prefer to depend upon lipreading; some make fair utilization and wear a hearing aid willingly; some never have to be reminded to listen and to use a hearing aid; hearing used fully, uses residual hearing so well people think he hears better than he does.

I think that is extremely interesting, and I wish all the schools would try that out. We all know that every parent wants his child to read and speak.

I have enjoyed the speeches here and find them very interesting. I have found these conventions very encouraging because they show a growing interest in speech. Thank you.

Miss PRISCILLA PITTINGER (assistant professor of education, San Francisco State College). Recently a very skillful teacher of the deaf said to me, "I don't know what I'm going to do about the speech of a certain child. Anybody could understand her, but actually her speech forms are terrible. Her articulation is bad. She does not produce her sounds correctly, her voice quality isn't quite what I wish it were, and I don't know what to do about it." This brings into focus clearly what we're trying to do, for in my opinion, the most significant thing that that teacher said was, "Anybody can understand this child."

Somehow this little scamp was rattling away in a very effective way which assumed that people would understand her, and they did. And often where we have even better articulation, where we have better speech patterns, we don't have as good intelligibility. So, actually trying to evaluate what we're trying to do it is very important for us to get some objectives set down that we can agree about and that we can do something about, and that in the final analysis we can adjudge.

You see, in evaluating speech we have to judge not only its quality, we have to judge its quantity, how much did the child talk? When? To whom? Why? What does he think he's doing? Is it an exercise? Is it something he trots out on special occasions? Is it something he uses all the time? Is it something he does when he wants a big fat smile and pats? Or what? This is a part of the very core of the problem of figuring out how we are going to evaluate what we're doing. We have to evaluate why speech falls off somewhat in the middle grades. Is it because children are discouraged? Is it because they have been nagged? Is it because they don't succeed? Or is it because we've let down? Maybe it's a little of all of them, and we need to work on it. Frankly, speech is harder in the middle and upper grades, too, when we begin to put in fluency, when we begin to put in running patterns of speech, it's harder, but we have to have an evaluation pattern.

Now, one of the difficult things in setting up criteria is this, how can you determine how much growth a child should make in each year? It depends on the child. Nobody plants a plant and says this plant is going to grow 3 inches this year, no more and no less. I



said it's got to grow 3 inches and I will feed and water it just enough so that it surely will grow 3 inches, and next year it's to put out 1 shoot this way and 1 shoot that way. And what shall I do if it wants to put out 4 shoots? Lop them off? Now, don't think this is my idea. You can read it in any book.

We have long had a habit pattern of thinking that a child should grow this much this year, and this much this year, and this much this year, until we finally get an adult, a tree as it were, and children just don't grow that way, and neither do criteria. We have to judge children in terms of their own growth patterns, and in establishing what we're trying to do, we need to figure out about how much is reasonable to expect and then intend and hope to get more and not be too defeated if we don't get that much.

A second problem that arises—the first was the problem of criteria—a second problem that arises is this, How do you test speech without setting up a situation that involves strain and stress and it doesn't give you what you're trying to measure? If you bring a child out in front of a group of strangers to perform in some way for you to get some kind of a record on this, won't the child tighten up on you? People tighten up on these platforms, let me tell you, even me that talks to one audience after another. Now, you're kind of forbidding, you know. Well, you put a little child down, or a big child, or much worse, an adolescent, in front of a group of strangers sitting there with their pencils ready to count up how well they are doing and give them a score, you are going to get tension. You surely are.

Once a year we're going to step down here to the recording room and everybody is going to recite into the microphone and we're going to make a record. You're going to get tension. You're not going to get a measure of that child's speech. Now there are ways to get around this, but they must be a part of the criteria, a part of the test itself, a part of the final evaluation. How do you get it established so that the child gabbles away the way you usually hear him gabble and so that he presents the speech pattern that he usually does, and then set it up to evaluate it in terms of its intelligibility, its fluency, its quantity, and its quality. I should know the answer. Nobody does, but these are the problems, and every school staff needs to address itself not individually, not in terms of some supervisor, not in terms of one person, but everyone working together on it and figuring out what they can do so that 2 years from now when we come together and we're talking about tests, several schools will have something very specific that they've worked on a lot in these 2 years that are coming up. [Applause.]

Miss PUGH. Thank you, members of the panel, very much. Because some of our participants are not here this morning we are altering our program just a little bit, but I do want to give you at this time an opportunity to ask questions of the panel members. There may be some questions in your mind about this questionnaire that you would like to have discussed a little bit fuller, and a microphone has been placed in the audience. If anyone wishes to direct a question at the panel, if they will please use the microphone in the aisle, and if they have a particular panel member whom they wish to direct the question to, will they please direct it to that one. We are now ready for your questions. [Pause.]



Doesn't someone have a question they would like to ask? On this evaluation? [No questions.] Did they cover the ground completely?

Miss PITTENGER. You see, they are talking among themselves but not to us up here.

Miss PUGH. Does the microphone in the aisle frighten you? If you prefer to ask your question from where you're sitting, just do that then, and if it can't be heard up here, we'll relay it. [Pause, no questions.] If we can get no questions now, I might—

MEMBER. It seems to me that one of the things we ought to stress is proper placement. If she knows how to do that for herself, where to place it, then I think she can help her little deaf children in the early stages of getting it properly placed. I think sometimes our children have very high-pitched voices and the teacher doesn't know how to get it down. A high-pitched voice is much easier to get down than it is to raise a low voice, if you've ever tried it. Thank you.

Miss PUGH. Thank you. Are there any other questions or contributions in the discussion of this problem?

Miss PITTENGER. May I make one comment? Dr. Whorton has prepared a list of words containing various speech sounds. This is an unpublished study and there are mimeographed copies of it. Now the hypothesis of getting these words which she gleaned from a number of schools was that you need to work on certain words that the children use and have a great deal of occasion to say. So this list consists of words which children use a lot and very frequently mispronounce. I think you will be interested in this, all of you who are teaching speech, because we need some things that come right down to specifics. What goes wrong? What are the words they don't say? Why don't they say them well? What can we do about it? Are they words that are really significant and important? Is it because of certain sounds in the words, or is it the combination of the sounds?

And so I think you will be interested in it. This kind of research is something that we need a great deal of by a number of people, and I know you're busy and don't want to research like mad, but we need this information. You do, and everybody else does, and so as you're working with your children, be thinking about this kind of list and this kind of study and what you could contribute to it. We have to have everybody's thinking if we're going to improve this program.

Miss PUGH. Thank you very much. Is there any other question? [No questions.] If not, we'll proceed to the next phase of our program which is a demonstration. Our first demonstration is by Mrs. Claire S. Painter of Salem, Oreg. Now we will hear some children in action and then we will have time here for evaluating their speech and asking questions on that, if you like. Mrs. Painter, now, if you will bring your children on.

(Demonstration: Pupils from Salem, Oreg.; Mrs. Claire S. Painter, teacher.)

Mrs. PAINTER. I don't want to do too much talking myself because you're here to hear the children. I'll tell you a little bit about each one.

The first child, Dickie Ogdon, has had 2 years in our preschool. He's just finished the second year. His audiogram shows that he has an 80 percent loss in the right ear and 82 percent in the left ear. Dickie is a well-loved, well-adjusted child.

(The demonstration then proceeded.)

We have a few nouns here that I think are fairly advanced for this age, but we'll try them.

(Demonstration proceeds.)

(Applause.)

Virginia's audiogram shows 54 percent loss in her right ear and 70 percent in her left, but this is a little misleading. If you look at the frequencies between 300 and 2400 it averages 70 percent loss in her right ear and 75 in her left. Most of her hearing percentage is in the very high frequencies. Virginia has been with us just 1 year. She came at the age of 6 and entered in the preparatory department in the primary building and she was a rebel. She was never where she was supposed to be, and always where she wasn't, and her idea of sitting down was to slip across a chair on her way some place else, and it was with some surprise this spring that it dawned on me that by turning around suddenly I was apt to stumble over the child, not because she was going some place she shouldn't, but because she was coming up to me with her little hand up wanting to know how to say something. So her enthusiasm is showing direction now.

(Demonstration proceeds.)

Virginia for awhile picked up from a hearing friend of hers who became very enthusiastic about Virginia's speech when she first started carrying it out of the classroom, and she came back to me saying, "I love the flag," and that sort of thing. And I guess you know when that started it isn't easy to break, but she is coming out of it pretty nicely and I guess we all do have to learn to choose. It doesn't hurt them any.

(Demonstration proceeds.)

(Applause.)

I thought you'd be especially interested in Bobby. Bobby had 1 year in preschool and 2 in preparatory and he has cerebral palsy and spastic conditions, and I think he does a nice job of overcoming them. He's wearing a hearing aid, but his audiogram gives him 53 percent loss in the right ear and 54 in the left. Again it is a little misleading because his highest hearing percentage is at 128 and 8192. Between 300 and 2400 it's 50 in the right ear, and at 1024 it drops clear down to 80, so it isn't very consistent. In the left ear it's 65 at 512 and drops clear down to 90 at 1024, however his aid probably does pick up some tones for him.

(Demonstration proceeds.)

It's a little hard to speed Bobby's speech up. At times he will speak rapidly for fear there will be a muscular twitch before he gets it out, but usually if we try to speed his speech up, then he really gets into trouble.

Kathleen's audiogram shows an 86 percent loss in the right ear and 73 percent in the left ear. Kathleen is an interesting child, speech problem. I think she is the type that's been mentioned already this morning in that she's excitable, she tenses up, and her voice goes up and down in the most alarming way. She understands pitch diagram and she understands the difference in vibration in the piano, in the face, in the chest, in the ribs, but it doesn't help her to change. So, I very briefly touch on placement, as one of our members mentioned this morning.

I realize that we don't very often use throat vibration for fear of getting a guttural tone, but with Kathleen I simply exposed her to a method used with stutterers, which is the placement of the larynx and in conscious relaxation. She responded to it, but as I say, it's been a very brief exposure and whether it will help her this morning or not, I don't know.

(Demonstration proceeds.)

Kathleen would like to name some objects using color with nouns here and see if you can understand her. Now she gets kind of excited when she tests people, but she loves to do it, and we'll see if you can tell what she's saying. All right, go ahead, Kathleen.

(Demonstration proceeds.)

(Applause.)

Miss PUGH. We certainly thank Mrs. Painter for this excellent demonstration. I'm sure she'll be glad to answer a few questions if you'd like to ask her some questions without the children.

Now, there is time left to evaluate this speech a bit, and I would be very much interested in knowing which of these children you felt had the most intelligible speech, the most fluent speech, and various things of that sort, and if you saw any difference in this last one girl when she was performing alone and after the little boy came up beside her to divide the attention. So, if you have any questions to ask Mrs. Painter, I'm sure she'd be glad now to answer them. [No questions asked.]

Don't we have any questions? Well, if not, we'll proceed with our next demonstration then. The next demonstration will be given by Miss Hattie Harrell, of the Maxon Oral School, assisted by Mrs. Walker Williams of that same school. All right, Miss Harrell.

Miss HARRELL. Greetings to everyone. Am I too close? I'm always afraid of these things even though we use them day after day.

We hope that you're not expecting to learn any new tricks or new methods. We don't have any to show you, but we're very happy to have you meet some of our pupils and hear them talk a little bit.

We would like to tell you a little bit about our program. With our preschool children we believe firmly in giving them an understanding of spoken language before we expect any speech. Therefore, we pour spoken language into them and understanding, through the medium of speech reading and vibration. We do voice-building exercises from the very beginning. In these babbling and voice-building exercises we are able to develop a great many of the vowel and consonant sounds, but the child is told nothing about that until he is voluntarily giving back spoken words and phrases.

Then we do work on the elementary sound, taking it out of the word, drilling on it and putting it right back into that. We do use the Northampton chart, I want to say, and later we use the Northampton drill charts on the older children.

Speech is not a subject at the Maxon Oral School. It is integrated with everything we do, every subject we teach, and all activities of the school.

We have with us one of our 6-year-olds. We are a small school as you probably all know. We have not entered a class the last 2 years. This little boy has been with us almost 3 years because he was 6 in the fall. We admit children when they are 4 years of age. Bobby is deaf,

born so because of his mother having had measles in early pregnancy, and I have his graph with me, which I would like to show you. I don't know how many can see it from where you sit. I'm sorry, I wish I might have made it larger, but he begins, you see, at 128 at about 70 or 75, dropping to 85 and 90 at the next 2, and then at 4096 at 80 to 85, and he does not hear 8192 at all.

Bobby wears a hearing aid, but it's only just recently, just in the last few months that we have been able to interest him in wearing it very much of the time. He loves his period at the Melody Master. We feel he has profited greatly by that. With that, we will let Bobby talk to you a little bit.

We are used to working with the Melody Master, and I think that's what I had better let him use. Can you hear me at the back of the room? You can. All right, then you'll be able to hear him, and I think we can use the same mike probably more advantageously.

(Demonstration: Pupils from Maxon Oral School, Portland, Oreg.; Miss Hattie Harrell, director.)

MISS HARRELL. In this class Mrs. Waldorf has been using some pictures and having them develop the words see and saw, you know, so I will let him use some both ways.

(Demonstration proceeds.)

MISS HARRELL. And Mrs. Waldorf has been using two adjectives, having a number and an adjective. We will see what he does with this one.

(Demonstration proceeds.)

Now I have put in a few pictures here that he has not seen. He has not seen the one I am going to show him now.

(Demonstration proceeds.)

(Applause.)

Would his parents like to come over here, and he can come down.

We are very glad at the time we sent in word for the program, we weren't sure that Mrs. Walker Williams would be able to be here to give this demonstration. We are very happy that she was able to be here and will now demonstrate three of our third-grade children, and I want to show you their audiograms. Mrs. Walker R. Williams, I don't know whether I stated her name or not.

The little boy is 9 years old. He became 9 last November. He was in a school with hearing children 1 year in Honolulu and he has been with the Maxon Oral School now for 3 years. He became deaf at 18 months of age because of a very high fever. It took every particle of hearing from 1 ear and in the other ear he began from 65 at 128, dropping to 75, 85, 95, and up again to 80 and he doesn't hear above that at all.

I'll tell you about the little girls before Mrs. Williams gets started. Janice, the blond, next to him also was born deaf because of her mother having had measles during pregnancy. She responds on only two frequencies, that's 256 at 95 and 100, and then it's 2048 at 100 for both ears. She was one of the first pupils in the Maxon Oral School when it opened in January of 1948.

The same holds true for the little brunette, and so they've been in school  $5\frac{1}{2}$  years. Judy was born deaf, the cause was unknown. She responds on only 3 frequencies beginning at 256 at 80 and 85, dropping to 85 and 90, and then to 100 in both ears at 1024.

I believe that's all I need to tell you and I'll let Mrs. Williams take over from here.

(Demonstration: Third-grade pupils from the Maxon Oral School; Mrs. Williams, teacher.)

Miss PUGH. We started our program on time and we're going to make another shift. Dr. Cloud will take over and introduce the speaker that is scheduled last on your program.

We do have this film here, That the Deaf May Hear, and if anyone wants to hear that, after the close of the program it can be shown. We thought maybe a lot of people had already seen it, but the film is here and anyone who wishes to remain and see it after the next speaker may do so. Is Dr. Cloud in the audience? I was assured by Dr. Ingle that Dr. Cloud would be here at this time. I don't know whether there have been complications and he's been scheduled to be in two places at once. Mr. Wallett is going to look for Dr. Cloud.

If you people would like to stand up and stretch a bit and then sit down, let's don't leave.

Dr. INGLE. May I have your attention for a moment, please? We will take about a 2-minute rest until the next part of the program, so if you want to stretch and go outside for a couple of minutes, we'll proceed with the program in about 2 or 3 minutes. Thank you.

(Recess.)

Dr. INGLE. At this time I would like to present to you our host, Mr. Virgil Epperson, who will present the speaker at this time.

Mr. EPPERSON. It has been my pleasure to have known the speaker for some time and to have had contact with him. I have been to his school in Bellingham, the Western Washington College of Education. Dr. Hawk who speaks today on education is well known in western Washington and over the entire State, over all the west coast, for his influence, for his knowledge, and for his particular work in the Western Washington College of Education as director of student teaching. It gives me a great deal of pleasure to introduce to you Dr. Hawk. We are very happy to have him with us. I know you will find his talk informative. Dr. Hawk.

#### EDUCATION TODAY

(Dr. RAYMOND HAWK, director, campus schools and student teaching, Western Washington College of Education)

Dr. HAWK. Thank you, Mr. Epperson. Ladies and gentlemen, this is rather a unique experience for me. About the only other time that I know where I have had the privilege of an interpreter was way up in Alberta, Canada, where I was over in a bilingual area where French was spoken as much as English. I made my talk, and then after it was over a gentleman got up and spoke French for 15 or 20 minutes and did the whole job probably better than I did. So, I'm very interested in this situation which I am a part of at the present time.

Some friends of mine, when I told them I was coming down here to speak to this group, sort of assumed that everybody would need the services of an interpreter I guess and wondered how in the world they'd ever know what I was talking about up here. So we learn every day new methods and new ways of doing things.

May I add my little bit of greeting to any of you from out of State to our State of Washington. I hope it won't rain all the time you are



here and you will find out that we have a little sunshine in this part of the world as well as some of the parts where you people have come from.

Two or three weeks ago Mrs. Pearl Wanamaker, our State superintendent of public instruction, called me and asked if I would come down and participate in your meeting. I didn't have very much of a briefing as to what I was to talk about other than to talk about education today. That's a pretty big topic. I don't know enough to talk about all the phases of education, but I have put down a few notes here and the interpreter's watch is going to be a sort of a guide, as I told Mr. Epperson whenever any of you become faint with hunger and fall off the seats, then I know it's time for me to quit this business.

The title of my work, Director of Student Teaching in Campus Schools—Mr. Epperson cut off part of it; I suggested he could—reminds me of the story of the two young men who had gone to medical school together and they had completed the work. One of them had worked in the field of psychiatry, another had worked in the field of rectal disorders, hemorrhoids and all that sort of business I guess. They had finished up their college work together and having been buddies all their lives, they thought it would be sort of nice to start out practice together. So, they moved to a little community and got themselves a little office building and then they came to the problem of putting up a sign which would indicate their names and the respective medical services that they had to offer. They had fairly long names, and to put down those two names and then put across there rectal disorders and psychiatry, that was going to make such a long and confused sign they debated the thing quite a while. After a while they came up with a very good idea, and perhaps I should get a shorter title for my job up there to fit. And this is what they came up with: "Mr. Jones and Mr. Smith, Odds and Ends." [Laughter.]

Now I'll get down to—that's the only story I know. I learned that back in Oklahoma this summer at a PTA convention, so I know it was a good story being that it passed censorship of that organization, so I was sure it would go all right with you people here, although I hope many of you are PTA'ers as well.

Looking at education today, I thought it might be well to take just a few minutes and indicate at least four kinds of purposes that seem to exist. They are somewhat in chronological order, but today they exist side by side, and this is not going to be a course in history of education. I think you are all aware of the fact that our early American schools were strictly vocational schools in their purpose and that the other schools were for the training of ministers. Benjamin Franklin came along and introduced commerce and navigation and we had the finishing schools for girls that were supposed to finish them off with such a beautiful finish that the well-to-do young scions of the navigators and commerce would marry them. It was a vocational school, and if you don't think people send their daughters to school today to marry them off well, you just don't know very much about colleges and girls and parents today. So it was definitely a vocational point of view that was the original purpose of many of our schools, and that kind of a point of view still exists.

Another point of view or purpose we have is the cultural purpose. I'm not too sure just what culture is; I've been told at times that I didn't have any, so I know what it "ain't," but I'm not too sure what it



is. I'm quite interested in what an interpreter does when we use the phrase "ain't" instead of "are not," whether he can translate the "ain't" or just goes ahead and puts it in good pure English, but I'll leave that up to him.

INTERPRETER. It was an "ain't".

Dr. HAWK. It was an "ain't" he says. [Laughter.] Good. Fine. Well, anyway, we had the cultural era and we still have that yet. We hear a great deal of discussion that schools are to carry on the cultural heritage and bring to the new generation of young people who otherwise would be totally ignorant some of the benefits of our own Nation and other nations of the world, particularly in the field of the cultural heritage perhaps comes a greater emphasis upon the fine arts, an area in which perhaps in many of our schools has not been given the place that it should.

The cultural point of view is one that many colleges hold, particularly the colleges of liberal arts and those in our high schools and elementary schools who feel that the main purpose of education is to inform boys and girls of what has gone on in the past.

Then there came along a time beginning back in the 1900's in our State, in our Nation, when a great emphasis was placed on the psychological purpose of the school. And we had such phrases as the child-centered school, progressive education—the name is almost as bad as communism today—came into being as being the components of a school which was based primarily upon the psychology of the growing child. G. Stanley Hall, one of the great early psychologists, discovered the child as a human being rather than a little man or little woman, and an embryo that was eventually to be an adult at the age of 8 and carry adult concepts and thoughts on up through. And so, we've had for the last 25 or 50 years, a growing understanding of the schools as a psychological laboratory in which the whole child, the total child, the child-centered school, the emotions of the child, the well-balanced child, all those phrases, have been the themes of the modern schools. And of course much of that has been misinterpreted by teachers and by other people; such concepts that children should go to school and do only that which they please, which was never enunciated in a serious way, but quite frequently interpreted by people that way. And in our homes, which have in many cases become child-centered homes, where the child is opposed in an unlicensed manner to go about and destroy and do until by some happenstance he learns to live in what you might call a more normal way.

And so there have been many abuses in education that have come under the head of the psychological school. Then it seems to me that beginning shortly before World War II we commenced to recognize in our country what had been recognized in many other countries long before, that public education, particularly public education, has social implications. We saw an evidence of that in World War II when the schools of Germany, the schools of Japan, and the schools of Russia were used as places to train not only the intellect of the child and his emotions, but to train his thinking. It was a thought control, and many people in our Nation have said perhaps our schools have a place as a social institution, particularly since we are putting such a great emphasis upon learning how to live in a democratic society.

And so we have those four purposes that today are running side by side with various degrees of emphasis, depending upon the leaders in

that particular area or that particular school. We have many schools who see education strictly as a vocational tool, and you go to school whether it's kindergarten or college in order to be able to earn more money. And that concept of selling education to boys and girls on the basis that it would earn them more money is still a current one, and many people look at education and say, "Well, what good is it if it doesn't buy me more of the things that you can buy with money?"

Then of course, the cultural point of view, many people feel the schools ought to be centered, not in vocation, not in anything else, but geared to give boys and girls a great deal of information in many of the appreciations of the fine arts. And that has a tinge of what I call the "quiz kid" kind of school, that you're a cultured individual if you can answer innumerable questions on a multitude of subjects with a reasonable degree of accuracy as they do on quiz programs. That kind of education has very little functional value outside of the quiz program kind of a situation.

The psychological approach and the social approach have called upon us to devise new methods of instruction, and it is with the new methods of instruction that many of us are concerned, because we see in our schools extremes. We see the school that places the tremendous time and emphasis upon the three R's as an economic advancement, and then we see the school that spends all of its time trying to teach group dynamics and social intercourse and perhaps overlook some of the other activities that could well be a part of the public school program.

It seems today one of the new things that's coming into education today, because of this multitude of purposes and because of a greater insight concerning the growing child and a better array of skills with which to work with the child, a teamwork kind of a situation. The home and the school and the community are commencing to recognize that we cannot give to each one a separate role and say, "Now you do your job, I'll do my job, and we'll make no effort to understand each other." That was the traditional point of view. It still is in many people's minds, that it's the school's business to do one line of work and then the home will do its line of work.

So we're finding a growing emphasis across the Nation upon the home and the school and the community as a total educational unit in which we have an interrelated part. We found in public schools that it is almost impossible to carry on our school program if the home situation is adverse and contrary in principle and practice. Therefore a great deal of work is being done by public schools to develop better techniques by which parents and teachers may work together.

We are commencing to recognize that the home and school is carrying on a frustrating kind of work, yet the principles and practices of living in the community are in opposition to those of the school and the home. Therefore, we are coming to a recognition that the whole environment of the boy or the girl is a situation in which there must be greater teamwork if we are going to be able to move fast enough to meet the increasing needs of young people at an earlier age. No longer can we live our lives until 40 years of age and learn then how to get along with our neighbors.

This world is a very complex world. That's not a new thought, but it is something of a new thought to realize that the complexity has a meaning for us as we deal with the young generation. They are being

forced into a kind of a social situation which was quite a different one than many of us did, where we grew up in a rural community; we had the church as the center of our community activity; we learned our ethical and spiritual principles there; we had a home that was pretty well tied together with both parents there, usually the father earning the living and the mother doing the rest of the work to keep the home together; the lines of work were pretty well divided, man's work and woman's work; children were to be seen and not heard, and all that sort of a thing; and that day has changed in our complex life; and I'm not going to try to describe the change because you are as familiar with it as I am. But this change in our social relationship is bringing about a reevaluation of the kind of an educational program that the home and the school and the community needs to provide if we are to take care of the stresses and strains of modern living. The fact that we are living in a war-torn age, and undoubtedly the present generations will continue to do so, creates new problems that did not exist in 1900 and 1910 and 1920 when some of us in this room were young people and getting our education.

The fact is that we are an urbanized society, a society of very rapid communication, both by going to meet each other and by talking and by seeing each other through various media that are developed. In other words, the boys and girls of today have some new challenges to meet which the traditional type of education would be totally unable to meet. And that is causing a great deal of confusion among all of us that are working in education, among parents who have the job of raising their children and educating them, and of the community that has the responsibility after all of helping to develop the American citizen.

I think our Nation is going out of the stage in which the survival of the fittest concept was pretty much the rule of living, in which those who couldn't make it, those who didn't have the hard, steel like nature that could live in competition, who could live in perhaps rather poor physical conditions, who could do various kinds of hazardous work, I'm thinking of the pioneers who came West. And West has been in varying degrees, from the eastern coast on out. Those pioneers who were able to stand up, and if you couldn't stand up, you died by the side of the road. The people who were not capable of living in a strenuous world were more or less placed away. And perhaps that is one of the reasons why in some cultures of our world the child who was not fully ready to meet, because of his health conditions, the rigors of the normal life was, as we understand some of the practices of native groups, the child was more or less washed out of the picture. And the old people were washed out of the picture.

But either we have become a more enlightened Nation or we have more funds and skills and are more humanitarian in our concepts, at any rate we are becoming interested in human beings as human beings, irrespective of their condition of life. This State as well as your States are spending millions of dollars to take care of the aged people who are no longer able to carry on the rigorous business of living in the way they once did. And so that is a part of our social order and we accept it. In fact in this State we spend more for our old-age subsistence and help than we do for all of the educational programs put together,

which gives you a little idea of the importance that is placed upon caring for the old.

And then we are placing a great deal of importance of caring for those who are mentally ill, either because of something that has happened in their immediate lives or other factors. We do not have enough places, we do not have enough doctors, but we are commencing to understand better that the long lines of people who are waiting to get into our special institutions need to be curbed if this Nation of ours is to live on. We have to do something about the mental hygiene of our Nation.

We are commencing to recognize the child, the very young child. It's true in our own State we have a sort of kick-back on kindergartens and all that sort of thing, but that's just a temporary situation I believe and once the taxpayers realize they don't save very much by cutting out kindergarten, and they create a great furor by so doing, that probably our next legislature will recognize the State's part in caring for the young child.

And then we're moving, as you well know, into a greater understanding and appreciation of the fact that all people are more normal than they are deviates. The words normal and handicapped, I think, will probably—we'll have to get some new terms for those, because they have certain meanings that are not true. Most people, handicapped as they may be, either with a long nose like—what is that fellow's name—Durante, somebody with a big mouth like Joe E. Brown, somebody with another facial characteristic is handicapped just as much as somebody who lacks some other quality. We're recognizing that practically everyone has some kind of a handicap.

Every handicapped person has more normality than he has handicap. Now some handicaps naturally are more serious and difficult to deal with in certain types of work. The wars that we've had have done some good. We have recognized that a man coming back with no legs or no arms or neither of those two still is a human being. He has an intellect, he has a life to live, and what can we do to help him live it. I think the fact that we have seen young men and women in very serious handicapped conditions, a handicap gained because of their service to the Nation, has caused us to reach out and try to help devise methods by which we can bring those people who are normal people in every sense except in the loss of a few extremities or their vision or their hearing, bring them into normal life because they are entitled to live as normal human beings.

Now we can see that at the war-torn level. We haven't always been ready to see it with the child who comes into this world with some kind of a physical handicap or a mental handicap. But we're commencing to recognize that every child is essentially a human being. And the day of putting these children away someplace, assuming that the handicap is a visitation of the deities because of the sins of the parents as sometimes that has even been thought of on the parts of people, or something to be ashamed of, we're commencing to get a better acceptance on the part of the public in general, that whatever your handicap may be, let's get it out where we can work on it and make the most of it for the individual. And that to me is one of the trends in our modern living, not only in education but in our whole social understanding.

We are commencing to recognize that the ultimate goal of life is happiness while you are here. You can define that happiness in any terms that you wish to define. But I think we have a pretty common understanding of what we mean by happiness. And happiness means primarily that the individual has a sense of belonging to the group. The individual has a sense of his own worth to the group, he has a sense of feeling that he is needed by the group. Those are the elements of happiness. Happiness is just not food and shelter. That's what you give your cat and dog. But happiness for the human being has to go far beyond that rather primitive physiological concept of happiness.

And in the past we have tended, in our schools, to take children that couldn't profit by the kind of an educational program there and throw them out. It has been customary in our schools to give rather severe tests at one time or another as they come up the line, and then if they couldn't pass the test, and they were held back because of arithmetic or reading or something else for a year or two and they got pretty old, and here they were in their teens and still in the fourth and fifth grade, as they used to be—of course then, economically, those boys and girls could drop out and go to work; they could get married and raise families and become solid citizens of the community as was done time and again.

But in our modern day and age, where there's no place for the youngster in our economic society, we have found it necessary to keep kids with us; whether they could read or not is immaterial. They are still entitled to an education and reading isn't the only way to get an education, as is testified by the fact that you are here spending most of your time listening, even with a certain amount of difficulty, but evidently a good deal of ease. I just wonder how long the gentleman at my right can hold out. I guess you don't get tired, do you?

INTERPRETER. Not very. I'm used to that.

Dr. HAWK. Fine. You're used to that. I might speed up a little bit and see if I can tire him out; that might be a good contest. [Laughter.] I see I'm going fast enough, at least maybe too fast, working a little bit against the deadline of time, but not too much.

In other words, we are commencing to recognize boys and girls and we're commencing to raise questions concerning some of the values of our education and some of the purposes that we've had, and we're commencing to move into the era of saying people are entitled to happiness, and happiness in this very definite human-relationship situation rather than happiness merely in the physical comforts of life.

And that's why, in our public schools, there is a shift in the point of view. A very gradual shift, of course, to a recognition of the child. If he can't read, then we don't necessarily just flunk him and hold him back a year or two, but we say, "All right, how may we educate you if you can't read?" If he can't hear, how can we give him an education? If he can't see, how can we give him an education? If he is mentally retarded and can't profit as much and as rapidly as some others, how can we give him as much education as he can take on and still have a feeling that he is a human being?

We are commencing to recognize that the spastic is an individual, who, because at times because of his grotesque manners and movements has been ostracized to some extent, and we have placed spastics in schools for the mentally retarded. We buried them in the attic,



so to speak, and in the cellars, and hid them away, seemingly an object of shame. And we've come to recognize that because a person sort of wobbles and wobbles down the street doesn't mean that his brain and his mind won't go straight and think straight.

And so we're commencing to recognize the individual, and I would say that that is the one new concept in education that is worthy of our consideration that has come about in the last 200 years. That we're commencing to see people as people. We're commencing to see life as a place in which you live every day to the fullest, rather than life as a place in which you are continually preparing for something in the future. And, therefore, our public school has a tremendous job in reorganizing its thinking, reorganizing its facilities, and reorganizing the techniques and the concepts of the teachers that we have.

I'm a little bit worried, as many other people are at times. We've been building in our State lots of new school buildings. We've got to have places for the kids to come and sit down, if nothing else. And yet we're building those buildings pretty much after the pattern that we've always had. Oh, it's true we've made some little modifications, but I don't believe we're building the buildings for the future. I think we're building pretty much for the present. And when you have a building set up, unfortunately it has a great deal to do in inhibiting the kind of an activity you can carry on.

I don't know what kind of a building I would suggest for the future, because the future, at the present time, in terms of education, is undoubtedly in a confused situation. Maybe it ought to stay in a confused situation. If we ever get to the point where we have all the answers, as a group of teachers or a group of parents, that would indeed be a sad situation. So perhaps instead of saying we're in a confused time, say we're in a time when we're raising many questions.

In our own State of Washington, we are facing a sort of a new problem which has been faced in other States, I think, more fully at an earlier time. We're recognizing that many boys and girls can profit in the regular classroom even though they have what we call some degrees of handicap, whatever the type of handicap may be.

We do not believe that all people, as the phrase should be, should be institutionalized in the sense that the home sends the child away to some place and more or less says, "Well, that's that." That concept did exist, particularly with our mentally retarded in this State. And undoubtedly the State from which you come would give similar evidence in which, when a child was born into this world without adequate mental equipment, we made application and had him committed to an institution. We sort of put him there with a certain amount of sadness, but at the same time with a certain amount of relief, feeling, well, that's that, it's too bad, but I guess nothing can be helped. And with visits that got more increasingly less frequent on the part of parents and loved ones. The individual was quite often forgotten and served out his years in an institution really unloved, unwanted, unneeded. He was just "un" all the way around except as an expense, and, of course, money was kept down, and quite often the facilities provided were not adequate.

Well, we've moved out of that pretty much in the whole field of thinking in terms of people who need special kinds of educational facilities. Just how we moved and where we moved is one of the big

problems in our State. The legislature 4 years ago began giving us certain permissive legislation that would make possible local districts doing something for children that needed more facilities than the typical 30-by-30 classroom with 40 seats in it could offer. And we've commenced to liberalize a little bit. This last legislature gave us a very good law which said it was possible for a district or any group of districts to go together and provide the kind of facilities that were necessary. Now, naturally, our first thought is another school. That is not the total answer to carrying on education. Just what the answer is, I don't know. And that's where I think we need the leadership, the counsel, and the thinking of the specialists in various phases of education, because you know some of the limitations that are characteristic of certain handicaps. You also know some of the opportunities that are there and the possibilities.

One of the jobs we have in general teacher education at the present time is to give to the regular classroom teacher a better understanding of the possibilities of the so-called handicapped child. One of the things that I often wonder whether it's been a blessing or not was the era of intelligence testing in our Nation, where we set up a series of puzzles that Mr. Benet got going over in France, and other people helped provide, and we've amplified them and changed them, and we have almost bowed down in front of them. And we worked out these puzzles and activities and a scheme and a gradation and then we give it to boys and girls and we say, "Well, you're down here with a certain intelligence quotient. Well, that takes care of you. We'll keep you in school maybe to water the plants, to dust the erasers, but as far as trying to give you an education or to make you feel you're a part of the community, why you're not there because your I. Q. is too low."

I think any kind of a measuring device which tends to ostracize in the thinking of our society any group of people is a detriment to society. If intelligence testing will bring out to us some of the possibilities of boys and girls and give us a cue as to what we can do for them, then I am for it. But so far I have a feeling that too frequently our kinds of so-called objective tests—and they're not very objective, they're just another guess, maybe a little better guess, at times I think they're a worse guess—but nevertheless, sometimes these guesses have been used to sort of rationalize an attitude of, "Well, we can cut off some of society and put it over here, sort of put it in a concentration-camp kind of situation. We can keep taxes down, we can keep responsibilities down, we can keep our sentiments down, we can just sort of logic-type cut the thing off."

Our teachers have tended to accept that, and if you set up a remedial room in a school, you know what happens. Nearly every teacher there picks out the kid she doesn't like to have around her and says he can't read, he can't do arithmetic and gets him over there to let some sort of kindly soul that likes people take the kid on and make a human being out of him. It is sort of a condemnation of the concept of education which all too frequently our teachers in general have, that the school is there for their ease and comfort and salary and not for the benefit of boys and girls. Well, we're having to buck that.

At our institution we're fortunate to have a second year in which we have a course called the role of the classroom teacher in the

education of the exceptional child. We're not trying to train specialists in any sense, we're just trying to give a better understanding of the possibilities of people who have varying degrees of varying kinds of handicaps, just to offset this rather cold blooded, inhuman concept that if you can't come up to a certain deadline of performance that traditionally we have set up, then you're no good, and I don't want any part of you. Let somebody else take care of you.

And so we're trying to move in that direction. Now when it comes to the kind of specialized skills that the typical classroom teacher needs to have, there we don't know how far or what to do. And that's why I'm very happy to be here with you today to pass on the word that we need your help.

You are highly trained specialists. In looking over your program I see you're as bad as some of the rest of us are when we get our conventions. You get down to a lot of minutia and specific things that are quite dear to your heart and they're valuable to have. Some of them won't change things very much, but nevertheless they are important. As specialists we can sometimes become so immersed in getting more specialized in refining our specialty that we forget the whole situation and therefore I am in hopes, and I noticed in looking through the program here, that you had several sections and several sessions in which you are looking at some of the large problems that you are dealing with as well as your highly technical problems.

General education needs the leadership that can come from a specialized group. Sometimes in the past I think we have all fractionated ourselves a little bit by becoming specialists and then we develop a certain amount of either suspicion, fear, intolerance, or snobbery with respect to other people. We do that in general education. "We're general educationalists, we're doing the whole job. You're just doing a little piece of it, so therefore you're just as valuable as the size of that little piece there." Well, that isn't true.

A cutter of a diamond that can take a precious stone and mold it into something of beauty and use probably is just as valuable as the contractor that can build a great 10-mile viaduct someplace in which he doesn't have to use the refinements that the diamond cutter would use. They both are important. And I think one of the things that we should all do is to forget some of our divisions among ourselves and recognize, sure, we have specialties, but those specialties are valuable only as they are integrated into the total program.

Therefore, in our State we are commencing to learn how to work with each other, and we have had many organizations in our State dealing with the handicap education. Under the leadership of our own State superintendent I think we have made some progress in getting various groups, we've had various private organizations—The Society for Crippled Children, The Society for Mentally Retarded, the society for this and that—who in many cases in order to maybe claim achievement on their part have refused to recognize the achievement of others. They wouldn't even meet in the same room. And I attended a meeting a year and a half ago which was considered something of a milestone in our own State in which representatives from all of the organizations interested in special education met together in a friendly and cooperative way to talk over, "How can we help each other." And

to me that is one of the big things in education that we are all commending to learn.

We are even learning it in our public schools where it used to be that the second grade teacher would wring her hands when she got these little folks from the first grade and say, "You know, I don't know who that lady was that had them last year, but she must have been a fright. They can't read, they can't do this, and they can't do anything. I'm having to not only do my second grade work but I'm having to teach all of the first grade work and give them the habits of living, and so forth."

We've had a sort of a silly notion that we could lift ourselves by pulling the other person down, and that of course is not a constructive point of view. It's not a point of view that works in the business world. If you go into a city, you usually find that the stores that are selling the same products in competition are located in the same part of town. They have learned that it's far better to be near your competitor to get some of the customers that say, "Well, I just want to take another look." And so they can go next door, and maybe you're the store next door. If you're clear across town, they won't take another look.

We in education have sometimes erected barriers even between the first grade and the second grade teachers, between the elementary teacher and the junior high school teacher, between the high school teacher and the others, between the college and our public schools, our common schools. We have erected barriers between the public and the private schools, and we have erected barriers between the general schools and the specialized schools.

If any real progress is to be made in meeting the needs of education as a social force in our Nation, we in education, no matter what phase it is, must have to become big people. People who can see the great values of education in a social democracy and keep those in the forefront of our thinking, and let the petty annoyances of competition with each other, the misunderstandings, the fact that perhaps one specialty has an inside track over another—for example in our State, I forget what it was, 2½ million or something, was gotten for handicapped education, education of the exceptional child, I always get mixed up in those two words, we voted down kindergartens, really, through our legislature. So it doesn't make sense. One thing gets something, another gets another time, maybe a few years later it will be some other phase of education that will be on the inside and something else that will be out. When we of education learn to pull together as a team and present our case as a team, then I believe we will put education somewhere along the line where it belongs.

Economically, as you know, education doesn't draw a very high cut of the amount of money that you and I spend for our daily living. I'm always amazed at how much we get done with how little we are given to do with. You know yourself that in many cases when you want to buy a piece of special equipment how hard it is to get that piece of special equipment. Perhaps in your institutions, if you're working in a special school, there it's taken for granted that you have to have some of this expensive equipment. I was just in one of the exhibit rooms there and heard one of the men say that a certain unit was eleven hundred and some dollars and the fellow said, "Yeh,



I heard you the first time." Well, that just sounds like a fortune, but you don't think of anything of paying \$13,000 or \$15,000 for a 60-passenger school bus. You just go out and do it like nothing, because we have educated ourselves to accept certain kinds of equipment.

Now then, as a group of educators, if we were to do nothing else in the next 10 years but to start educating the public on 1 concept, that to do any kind of an educational job, you've got to go beyond the Mark Hopkins on one end of the log and the pupil on the other end of the log concept. Too many of our people have an idea that that's all there is to education. In the first place you just give them a log, you don't even saw the darn thing up into any sort of a piece of wood or furniture that might have any shape, you just get a crude old log. And then you put a fellow down at one end that knows more than the guy at this end, and that makes education.

Maybe that was all right in the Mark Hopkins day, but it is no longer all right in the day when we recognize that it takes equipment, it takes tools, it takes gadgets, it takes materials, to carry on the kind of an educational program that's at all comparable to the kinds of programs that we carry on in any other area.

As I drive up and down the roads and see some of these road-making crews with every kind of a special specialized truck with different kinds of wheels, and blades, and derricks, and so forth, I think how little we in education really go out and ask for the tools that are now invented and the ones that will need to be invented to carry on our job. We're like the old Egyptians trying to make bricks without very much straw, and perhaps one of the things that has teamwork that we could do together is to help educate our public to the fact that education, whether it is special education or general education, needs to have more to work with, both in the way of trained people and in the way of implements of training.

Well now, the time for noon has practically arrived. I have tried to give you just one man's point of view concerning education today and quite obviously I have not covered it all. I have tried to point out that there are 3 or 4 main purposes to education. Those purposes are in varying degrees.

The one that probably most of us are concerned with today is developing schools that give boys and girls a training for living in a true democracy. That means a great deal more practice in learning how to live together.

I think we're recognizing that the human interest, the human values of society are becoming more dominant in our thinking than they once did. We are having less people that say, "Well, I spend thousands of dollars to educate a child who may or may not ever be able to earn it back for himself or society," is an erroneous argument. If we could give to a boy or to a girl a greater degree of happiness than otherwise he would have by the methods that we have developed, no matter what the cost is within what we might say the reason—there I suppose there would be differences of opinion—but that life that came into this world not of his own wishing but is here, is entitled to something more than that which his ordinary existence would give for him.

Another thought is that you and I are working together, whether we are called general education or special education. I think it's true that general education is taking on greater responsibility for



some phases of special education, and I think that special education is going to have to accept the role of greater leadership in general education. We need the help and guidance of you people that know what you are talking about and what can be done.

We can't get that guidance if you are sitting off over here and we're sitting off over here and we don't talk the same language or haven't the mutual interest. So I am in hopes that as you have opportunity and as general education has opportunity, we will bring together more people who have the special training that you have to help us with some of our general problems for children who perhaps are not ready or available to become a part of a special training area.

I'm sure in our own State that we will be developing perhaps regional centers in special education where there is need. We will still need special centers like this and like the school for the blind and other centers where a high degree of specialization and where a special type of work can be carried on. Perhaps we will move out of the era of the custodial concept of our special institutions more to the experimental concept of our special institutions, and that these will be the laboratories in which we work out those techniques that can be used to some degree of facility in less-specialized areas.

So, the future in special education as well as in general education, it sort of seems to me is like two roads that are coming together. That is, they are going to sort of merge and we will find ourselves trying to learn some of the things that you know and you will be helping us in many of the things that we need help.

I thank you very much for the privilege of coming here and sort of seeing the exhibits—those are very helpful to me for a few minutes—of seeing you people, and getting just a little bit of the feel of your conference. I hope that many of you for whom this may be the first trip to the State of Washington, that you will have a very pleasant time while you are here, and have a safe journey in return.

I am in hopes that out of your convention you perhaps will bring some leadership to our State as well as to the Nation in how best to take care of more children in the way of giving them a true feeling of happiness in this world of which they are a part. And thank you very much, and thank you for your help. [Applause.]

Mr. EPPERSON. Thank you, Dr. Hawk, for your very interesting and very fine talk. I know that you are a very busy man and we appreciate very much your coming to Vancouver out of your busy summer session to talk to us. It seems that the man who is always busiest is the man that always gives some time. I'm certain that's the case with Dr. Hawk. Again, thank you very much.

We will now turn the meeting back to Miss Bessie Pugh who is the section leader of the speech section. Just before I do, I have 2 or 3 announcements that I have been asked to make. Dr. Rankin wants to meet with the members of the vocational panel at noon. He would like to meet with them as soon as possible. There will be no art section meeting this afternoon. I would like to repeat, no art section meeting this afternoon.

It has been requested that the interpreters for the art section will please go to the language section to help out there. I would also like to call your attention again to the program at Vancouver High School this evening at 8 o'clock. Vancouver High School is at 27th and Main

Streets in Vancouver and we have a varied program of entertainment there. I think you'll like it. We have a program that I believe both the deaf and the hearing will enjoy and I hope you will find it possible to be down at the high school at 8 p. m. We have some talent there from radio, television, and stage, and I think you'll find the program quite interesting.

Dr. RANKIN. Will the members of the vocational panel meet with me here immediately after the close of this session?

Mr. EPPERSON. Did you understand that? Dr. Rankin would like to meet those panel people here immediately after the morning session over on this side of the gymnasium. Miss Pugh, are you ready?

Miss PUGH. I think there's still time to see the movie and get a lunch before the afternoon meeting. Now I'd like to see the hands of those who are interested in seeing this movie. [Hands.] All right, that's fine. I'm glad to know that there are some who want to see it. I had thought that if there were a lot of you who preferred that we move it up to some other time, but I don't know whether we have any other time that would be any more suitable for a lot of people than right now. So we will now have the movie, *That the Deaf May Speak*. Those who do not care to see it may be adjourned.

(Movie is shown, and the meeting then adjourned at 12:15 p. m.)

#### PROCEEDINGS OF MONDAY AFTERNOON SESSION

(Miss Priscilla Pittenger, presiding.)

Miss PITTENGER. I guess the best way to start this meeting is just to start it. One of the most important things about conventions, you know, is seeing your friends, and so you don't come in until the meetings start and neither do I, so I figure we might just as well get this meeting started approximately on time.

There was a mixup in the arrangements this spring which brought to me a request that I arrange this program quite late in the spring and, in fact, it was the 1st of May before I knew I was to do it. It was the 1st of May before I agreed to get this program together. You will realize that this was quite late to ask anybody to prepare a demonstration, although it was suggested that we have 2 demonstrations and 2 problems.

I knew from the beginning that we would not have 2 demonstrations, but I did attempt to arrange for 1, and if there was such a demonstration available, I didn't know whom to ask to do it. I think every teacher in the room will know that it would have been something of an assignment to get ready within the space of a month at the end of school a demonstration for this convention. I had already decided that at least part of this program would not be demonstrations, and I had put my mind a little bit to whom I could ask among my friends to present some material and prepare something worthwhile to all of you present. My gratitude to our colleagues at the Oakland Oral Day School for the Deaf could not be adequately expressed at this time, for they are the people who gave their time, afternoons, evenings, and weekends for the past 6 weeks and 4 of them have come this afternoon to present the material which is a composite of the thinking of the 7 teachers in that school.

Now frankly, it's no surprise to me that they were willing to do it. They are always highly professional and always very cooperative, and I don't know what I would do without them, but I want to be sure that all of you realize the scope of the planning that they have done since the first of May and the amount of material that they have brought in to show to you, and will appreciate, too, the work that it entails.

Of that staff, the ones who are present are Miss Dorothy Ziebach, Miss Evelyn Veitch, Miss Geraldine Lorenz, and Miss Eleanor Earhart. Miss Earhart was elected by the group of teachers as the formal spokesman for the group, and it is with great pleasure that I present her to you now. Miss Earhart.

### AN EXPERIMENTAL APPROACH TO LANGUAGE

(Miss ELEANOR EARHART, Hawthorne School, Oakland, Calif.)

MISS EARHART. I don't know that "selected" is the right word. I was chosen as the victim, let's put it that way. Priscilla said she forgot to tell you we're having slides later on and those of you on the side may not get a very good view of the slides. If some of you down in front here would like to move over there, you can see them much better. The slides were taken of the children in our school and, of course, we think they're awfully nice. I don't know what you'll think though. But if you'd like to move over, it might be a more convenient time to do it now. If you want to see them on the bias, that's O. K.

We teachers in the Oakland California Day School for the Deaf have been asked to tell you something about the language program there and the progress being made in constructing a course of study for language growth. We were asked to participate in this discussion not because we are so outstanding or unique or because we have something new and startling to present to you, but because of the way in which we have approached the problem. All of us who teach deaf children have a common goal—good language—and we are sure that the techniques used in our school are practically universal. People who have visited our school tell us that our handling of that good old standby News is a little different from that used in many schools. We were asked to include in this paper a few details of the techniques we use.

As background we would like to give a short description of our school and how it fits into the Oakland public school system. We are one of the betwixt and between in size, not large enough for completely homogeneous grouping, nor small enough to fall into the little-red-schoolhouse category. At the elementary level we have 7 teachers for about 55 children from the ages of 3 to 13. We are a part of a regular elementary school of about 400 children. Any child who is too deaf to get language through his hearing is eligible for entrance. From the elementary school the children go to junior, then senior high school in both of which there is a trained teacher of the deaf as homeroom teacher. At all levels children who can benefit from the experience are put into regular classes for a portion of the day.

In the elementary school each class in the department for the deaf has physical education and rhythmic dancing with a class of the hear-

ing children. These pairs of classes often combine for social studies, particularly the excursions and visual aids and culminating activities. Each deaf child is chosen as a partner by one of the hearing children. This partner looks out for his deaf friend and acts as his ears during games and dancing.

With 2 or 3 exceptions the children attending our school are too deaf to get any language through their hearing, and these few had no language upon entrance. When an adequate language pattern has been established, children such as these are sent to another school where a class has been set up for the severely hard of hearing. Children whose hearing loss is small are given help in their own schools by traveling speech reading and speech teachers. All of the classes for the deaf and the one for the severely hard of hearing are equipped with multiple-hearing units.

Our school has very close cooperation with the parents and has a planned-parent-participation program. We have a very active PTA which meets monthly in the evenings so that fathers may attend. In fact, our officers for next year include 4 fathers—1 the president. The PTA is active also as a moneymaking group and helps secure some of the extra things needed by our department. It raised \$1,200 toward the group-hearing units purchased last year. One of the nice small things it does is to give each teacher \$10 a year to use as she wishes with her own group.

We have always had a language course of study to follow but felt it could be improved upon. Several years ago a committee of teachers formulated a course of study which was used until last year when we felt that we were ready to revise it. Inasmuch as we have no supervision by a person experienced in teaching the deaf, we decided to make the revision a project on which all the teachers worked and, believe it or not, all the teachers have worked on it.

For the past year and a half we have had weekly meetings supposedly dedicated to the formulation of the course of study. In spite of the spontaneous early morning "corridor" meetings and the afternoon meetings called by any one teacher who felt the need for help with some special problem, our weekly discussions rarely stick just to the subject of language. They may, and do, include such diverse topics as the proper placement of a child, the best way to get response from a certain type of child, a subject needing special emphasis at the moment, the right approach to some parent about a problem, and on and on. However, we do take our job seriously and have spent many hours of study and research as well as discussion on our course of study in language.

Now our group of seven teachers varies greatly in training and experience both in years and kind. At present we represent six different training centers for teachers of the deaf and our experience includes years of teaching in all types of schools. Most of us have had experience in both State and day schools. Also several of the teachers who were in on the beginning of this work have left us so we have had the benefit of more than seven minds.

As you might expect from the above data there is often a sharp divergence of opinion. We feel our differences to be interesting and valuable. And, we find that it is on techniques, rather than basic approach and goals, that we differ. We are all agreed that the natural approach to language is the most successful for both children and teachers.

Since language is the result of a need for expressing the interests and desires of the individual, it was felt that the outline for growth in language should be based upon the expanding range of those interests and desires. In constructing an orderly progression for the teaching of language in a school situation we decided to use the centers of interest, which have been found to be universal at certain stages of the child development, as the basis upon which to build.

As we all know, no child can be arbitrarily forced into conformity with any set stage of development simply because at his age he should be interested in, and doing certain things. This is particularly true of deaf children. There are certain educative processes with which the deaf child must become familiar before he can make much progress in learning to read or to handle numbers. He must go through a period of exposure to simple sentences and simple questions before he understands the complicated language of everyday talk. We considered all these problems in their relation to the setup of our own school before we put down on paper the arbitrary divisions which are necessary in any outline of work. According to the rules of the board of education our children enter at 3 years of age. According to actual practice a few may come to us at 9 or 10, without any previous school experience. However, we felt that the first section of our basic guide to language learning should express the needs of the 3- to 5-age level. The next level would be the 5 to 7 and so on. There was much discussion about giving names to these levels or assigning grade classifications to them. Administrative practice demands labels, however, so we have put down, as you can see by the chart, preschool, primary I, primary II, and so on. We have tried to keep the outline simple. Its purpose is to suggest, to guide, and to keep before the teacher the picture of the whole school, not to confine, and limit, and demand.

As it happens most of us who have worked on this project have had teaching experience with many different age groups. Each person made contributions to the criteria for each level, but the deciding voices were those of the teachers in our school who are now actually teaching at that level, and at the level next above. In our school each teacher keeps her children for 2 years so that she has the responsibility for the language we hope to bring out during one level.

Making the outline or course of study for language development might be compared to drafting a pattern for a dress. There must be a skirt and a blouse and armholes and a neck no matter what the size of the person to be fitted. But the final fitting, the tucks and darts, the size of the waist, the length of the skirt, have to be tailored to the individual, and the individual varies greatly. We have tried to set down certain rules as to how this final fitting may be done but not to designate the exact measurements.

In the first drafts we had listed nouns, verbs, expressions, and so forth. Then we started slashing until there remains only a skeleton list. Instead of lists, we have outlined the centers of interest at each 2-year level with the language concepts natural to that developmental age. It is a basic outline and may be broadened and enriched as each teacher wishes.

We have reproduced here for you a draft of the first two pages as they stand at the moment. We do not consider our work finished. We plan to use the outline for a year and then evaluate it and revise further if necessary.



As you can see here we have put all the levels on one page so that the teacher can see what is coming and what has gone before. The centers of interest expand from level to level. Although the units of study have been listed under certain levels, they may be introduced at any time the need is apparent. Later they may be enlarged upon at a higher level.

We consider that one of our best ways of language development throughout the school is from the news from home. Now the center of interest at the preschool level is around the child himself, and the things he contacts, so in the second year of the preschool level a news program is instituted. Every day the mothers send to school a sentence of news. The teacher reads all the news to the class and finds pictures to illustrate the experience of each child. Later on in the year the children choose pictures showing their own news. The teacher makes a copy of the entire news of the day and illustrates it by sketchy drawings. This she duplicates and each child takes a copy home where his mother goes over the paper with him. The responses expected at this level are enriched speech reading and some speech of words or phrases which have been repeated often.

Although the little ones are not expected to do any reading at this level, they realize that the written form is another means of communication, and are intensely interested in both their own contributions and the assembled news which is taken home. The mothers will attest to the value the children put upon their daily offering since they really exert pressure if mother might be forgetful.

In outlining levels of language growth we have aimed at flexibility in goals and procedures. The necessity for this is clearly shown when the next achievement level is reached. We now have in our school three classes who are working within the limits suggested for this level. One group still has one foot in the level below; one is midway; and the third is already reaching into the level next above.

With children at this level our procedure has been to keep the classes small and the grouping as homogeneous as possible. It is here that children should progress surely, no matter how slowly. If repetition of a year's work is needed, this is the time to do it. Here the immature, dependent child who has been coddled at home is given time to grow. Here the parents need much help. The teacher of the youngest group is the one who shoulders the task of orienting the child to school and school procedures by tying school to home. At this next level, the child has to be led away from home into an expanding world. One of the most important techniques used in furthering the growth of the whole child, and relating it to his developing language abilities, is the way in which each teacher at this level handles the news from home. It is also an illustration of the way in which we use our outline for language development and apply it to groups of varying abilities.

In the following description of procedures each teacher has contributed, in brief, her own way of utilizing the contributions the child himself brings into the classroom, and of integrating them with the larger concepts of developmental language learnings.

Group I within this level has more than its quota of immature, dependent children, who need lots of repetition, and encouragement, and some judicious pushing to emerge from their self-centered little lives. They have few spoken words and very little understanding of

language. They need the security of repetition and regularity before they can be ready for variety and initiative in giving out language.

Every day each child brings from home his notebook with his all-important personal news; the new clothing, the new toy, the cut finger. The teacher writes up each child's contribution in the third person. The child is helped to illustrate his sentence with stick figures appropriately clothed and colored. The class reads all the sentences and each child in his own way adds his comments. New words are discussed and explained. Then each child personalizes his own contribution by changing pronouns and verbs. Sometimes this procedure is varied by using the slot chart. Then the children find the sentences relating to themselves from the bunch the teacher has printed on strips. They find the correct pronouns and verbs for changing the sentences to first person from a file of printed cards, and they find illustrative pictures from the picture file. Each day the teacher makes up a newssheet to send home as was done at the earlier level.

The vocabulary and language forms introduced in the news from home are repeated in purely school activities and repeated in as many varying contexts as possible. The counting, the colors, the nouns and verbs are used in the trip to the park—to the flower show—to the movie in the auditorium—to the playhouse activities—to the walk around the block—to the pictures they draw. They are kept on the receiving end of a constant bombardment of simple language which expresses what they have shown to be their interests. As yet they are giving back very little, but we are content with that little and encourage it.

The next group working at this second level is more up and coming. At their third year in school they are beginning the three R's. They are quite ready for reading, writing, and arithmetic by this time, having been exposed to it so thoroughly, as described, in their previous years. News from home is still very important, and the parents cooperate by continuing to send items of particular interest to the child. By this time, having been well oriented in the preschool news, the items sent can be explained to the group by pictures, or by dramatizing the incident. The whole class goes to the beach, or fishing, or to a movie. For example, joining Allan when he went to see the snow was a little difficult for those to whom snow was just something white on the ground in pictures. However, by donning imitation scarves and mittens, and throwing cotton snowballs, and shivering from the cold, the experience was shared by all and understood.

At this level the teacher treats the news from home in two ways. It may be written up and discussed as the individual contribution of the child or as a group activity. This group of children takes unto itself all new experiences and makes them a part of its activities, which in turn are brought out again in language learnings. They make costumes and "play" everything. They have a wonderful time and so does the rest of the school. We never know whether a knock at the door heralds brown-skinned father with a slouch hat and pipe and tight pigtails or Queen Elizabeth complete with crown and a happy, dirty face.

As soon as the children are able to form their letters they begin to copy their news from the board on wide-spaced paper. They substitute "I" for their own names and use "We" for group activities and

change the verbs. At this time a list of most-used verbs is sent home to the parents. We ask the home to send in news items containing numbers and colors and adjectives, and although a few situations may have to be contrived, mother usually comes through. Now questions about the news are introduced: Who? What color? How many? What? Later these questions are written and the child answers them in writing. In the second semester, the children write their news in composition books which are sent home when filled. They also take home all their daily written work, but the teachers do not make out a newsheet for home.

Now the children are beginning to give back some of the language heretofore poured in. They talk, talk, talk, occasionally correctly, but at least they get over meaning, which, after all, is the purpose of language.

The third group at this level is still more advanced, and the child himself is beginning to be more responsible for initiating his own contributions. He is now able to see the necessity for certain rules of order in words, so that he may make himself more easily understood. He is ready for a more formal approach to learning language. It is extremely doubtful if there are more than two people here in this room today who would, for the sheer intellectual exercise, learn to speak and read German. Yet, if any of us were going to live in Germany, our whole attitude toward learning the language would change. We would submit to the drudgery of learning to make sounds correctly and of changing around our sentence structure to conform to the German way. The child at this stage of his development is, or should be, motivated by the same kind of need. But we feel that there is more to motivation than some pleasurable activity or game within the school-room. Whatever is done there must be tied up with out-of-school life. Therefore, the material of speech and language must come from the child's own interests—from the news which he brings from home, and the planning and culminating of group activities.

The teacher of this group, however, need not rely so completely on the intensely personal aspect of experience. The child can now rationalize language and take what he has learned from the experience of others to express his own experiences. The child can, with help, write his own news sentences—and he does. Then the sentences are broken down into words which are recorded in such a way that they are available to all the children for use when needed. At first this was done by putting them on large charts under the Who, What, Where, etc., headings of the Fitzgerald Key. Later the teacher took advantage of a chart rail which runs along the top of the blackboard. She took 5 by 7 notebooks and clipped them to the rail. Their covers were labeled to fit the key headings and put up in the order of the key. They can be flipped open for quick consultation or taken down easily if need be. Now in June these books are full of illustrated words. These words came from the child's contributions. They are the material of his thinking, and he has seen the words recorded straight from his own interests from what has happened to him in school, and what he has brought from home.

At all levels in our school we strive mightily to encourage what has been labeled the "Quick retort." From the "No" and "Stop" of the babies we help the children to "let off steam" by speech. No language is alive without the vividness of colloquial and emotional expressions.

We do not teach them but give them to the child when he needs them. That the children respond to this and pick up many extras is illustrated by the experience of the teacher of our oldest group. She was consulting that bane of every teacher's existence—the playground-duty schedule. On seeing the bad news confirmed that she was on duty she gave herself a little shake of exasperation. From behind her came the voice of one of the children, "Darn it—playground duty again."

When the child has reached an age at which his interests are expanding beyond home and self he is expected to contribute his own news items. Varied techniques are used by the teacher to bring out this kind of language experience. The parents and children who have been with the school since the preschool days are so conditioned to close cooperation by this time that when something extraordinary happens at home the parent helps the child with the necessary language before he comes to school. Vice versa, the school primes the child with school news to take home.

We have not gone into detail here to describe the procedures in the three more advanced groups in the school. You will be shown later this afternoon some of the techniques used in the attack upon the language problem, but the handling of the contributions brought in by the children is, in the older groups, subordinated to larger topics and the expanded interests of the children. Each group has several periods each week for free writing by the children. It is from these writings and from the daily conversational speech of the child that the teacher can determine which aspect of language development needs to be emphasized at the time.

Our program is based upon the assumption that interest is essential to effective learning and that activity is a necessary expression of childhood. We also believe that an activity or an experience can be primarily mental and, as such, still have reality to the child. There is much more to an experience program in school than taking children on trips or building something. In fact all the activities in which a child engages can validly be termed language experience. Therefore, while we have based our language progression upon centers of interest, and while we have listed units of work to implement the expansion of those interests we put increasing emphasis upon mental activity as the child grows older. He must progress from the concrete to the abstract in his thinking, and in his language. Our outline for upper grades shows much more expensive centers of interest and suggests activities which are of longer time span, and more comprehensive in subject matter.

In working upon this language outline we have consulted all the published courses of study which we could find. We have called in our junior and senior high teachers for suggestions and criticism. After all, they get our finished product and should know the areas on which we have failed to put enough emphasis. (Of course none of us here would ever guess one of their criticisms—the children didn't always use correct tenses.)

On the pages following the two you see here we have put down, as a guide at each level, some of the basic language needed by every child. We have listed some common expressions, some verbs, verb forms, questions, kinds of sentences, and parts of speech. We use these listings as a reference so that the teacher may check upon herself and



see that her group has been exposed to these forms of language in functional situations. These are, as stated, primarily guides, and are the very basic vocabulary and language needs.

We believe that each teacher should present language principles in the way she feels is most successful for her, and with her group. We often exchange among ourselves ideas and techniques, but have no set way in which any certain principle should be taught. We use the Fitzgerald Key throughout the school, as a guide and a help, adapting and amplifying it according to our needs. We find that where the child is working with materials and at tasks which are expressions of his own interests, the vocabulary grows naturally and so does the need for more and more ways of expressing himself. We also use the basic readers and workbooks provided by the Oakland schools and consider them most valuable in forwarding not only vocabulary but also language. In the upper levels we use the regular spellers and arithmetic books, too.

In summary what we have endeavored to do is to put down in usable form a guide to language development—a guide which will help the teacher to see where she is going but not restrict her to narrow limits. Its purpose is to help each teacher provide for her class those experiences which, because they are interesting and vital to the child, will bring out language. To provide signposts along the way we have listed certain basic language principles which the child should be able to use freely by the time he has reached a certain stage of development. Our goal for the child is written and spoken language which will express what he wants to say—not what we think he should say.

We have worked upon our project in a cooperative spirit and each of us has profited from the experience. We have, so to speak, become acquainted with our neighbors and have emerged from that isolation which often afflicts a teacher of deaf children. She is apt to get the feeling that she, and she alone, is the fountain from which all the child's language is obtained. We have attempted to set down, in such a simple form that it can be comprehended as a whole, the growth process which leads to a need for language, and to show that the part played by the school is to provide such experience as will intensify that need, and to help each individual child toward fuller and freer expression. We, as teachers, have learned a lot in the doing.

We are very fortunate in having on our faculty a member who is an amateur photographer, Dorothy Ziebach. When we were asked to be a part of this program we decided to utilize the talent at hand and see what we could work out by way of illustrating what we had to say. We had only 4 weeks of schooltime left which didn't allow for planning special setups from the photographer's point of view, or for retakes, but Miss Dorothy Ziebach brought her camera to school and started shooting what was going on in all the classrooms. Some of the pictures turned out wonderfully but some were duds—which all good camera fans know can happen. However, we brought along the pictures which Dorothy considered showable and we would like to have you see them now. [Applause.]

(Slides are shown.)

MISS PITTINGER. I want to point out 1 or 2 things about the pictures, just because I want to be sure you didn't overlook them. I hope you noticed that the activity that was going on that had any



consistency centered around Mother's Day. As I told you, this program had to be prepared since the 1st of May, and you saw what was going on in the school. This is what I see when I visit there about once a week.

These teachers help me with my student teachers and I am frequently in the building. I hope you also noticed that the children who were conscious of the camera were in the oldest group. Miss Ziebach was able to sneak in on the little ones and get her camera set up and then set off her flashbulbs, after they got interested in what was going on, but you can't do that quite so well with intermediates because they sneak a look.

This program, as they have pointed out to you, is the product of a great deal of cooperation. This is the thing that I think we need to work more and more toward in all of our schools. A great deal of teacher participation, a sharing of ideas, a sharing of experiences, a sharing of materials, a sharing of techniques. Only when we are all really generous and when we all give our time to share this way, are we going to have really very vigorous and dynamic programs.

Now, as I told you, I had to figure out on whom I could impose, and so we are going to have one other paper this afternoon which I promised the author I would read myself.

The first convention that I ever went to was the one in Belleville, Ontario, which is more than 30 years ago. I wasn't so awfully grown up, or so very professional at that juncture, but I very well remember many of the things that were going on. Most of the people whose names at that time were synonymous with the education of deaf children have long since vanished from the convention and a new generation has followed.

I remember particularly certain individuals who were conspicuous for years because of the work they were doing and the ideas that they were promoting. Where is the Edith Fitzgerald of 1953? Where is this year's Marie Mason with an original idea? Where is the Max Goldstein of our time with a new philosophy and a deep conviction about it? Some of you remember Dr. Goldstein needling this convention. I know I do. And talking and talking and talking about more use of residual hearing.

It occurred to me that we may now be a little bit short of prophets, a little bit short of innovators, and a little bit short of experimenters, and that possibly we're still following along the lines that some of these innovators laid down. Now if we are following in the developmental pattern and are improving and expanding the work that they did, that's good. But if we're following along with bland acceptance of their work and assuming that what they figured out is good enough forever and forever, that is unfortunate.

Now if we do not have an individual or two who is very conspicuous for some outstanding work and earnestly urging some technique on all of us, it could be because so many people are doing superior and outstanding work, or it could be that very little that's truly experimental is underway. I'm sorry that I didn't hear Dr. Myklebust last night because I understand that that's just what he was talking about.

I am myself obsessed with the importance of functional language programs, and like everyone else, I have some theories about the teaching of language which I expound week after week after week,

that I do not propose to expound to my known theories this day or anybody else's this time. Many of you have read Miriam Foster Fiedler's book, *Deaf Children in a Hearing World*, and are aware of the experimental program going on at Vassar College. I have heard some persons from our profession criticize this book and object to its title on the basis that the children involved are not deaf, but this study is one of the best financed research projects in our field, and this spring when I had an opportunity to hear Ciwa Griffiths talk about it, I realized it had much to contribute and it is concerned with methodology for the deaf.

Now it happens that Ciwa Griffiths is a friend of mine and that I could kind of pressure her a little bit, and so I asked her to prepare a paper and promised that I would read it if she would, and she did present it, and I am going to present it to you now. At the conclusion of this, I would like us to have a little chance for a little discussion from the floor, both on material that has already been presented and on the paper at hand.

Now this is Miss Griffiths talking, not Miss Pittenger. Miss Griffiths is assistant professor of education at Los Angeles State College.

#### THE HISTORY AND IMPLICATIONS OF AN EXPERIMENTAL STUDY

(MISS CIWA GRIFFITHS, assistant professor of education, Los Angeles State College; read by Miss PRISCILLA PITTENGER)

At the present time, evaluation is being made of an experimental program that started 5 years ago. The evaluation will be ready for publication in the fall. This paper, therefore, will deal with the history of that experimental study and some of its implications. In no way are the statements made here intended to be that of a statistical nature.

Five years ago in the summer of 1948, five teachers of the deaf were sent by the principal and the supervisor of Public School 47 Junior High School in New York City to the Vassar Summer Institute at Vassar College in Poughkeepsie, N. Y. Vassar had had a grant to be devoted to the field of the aurally handicapped and the summer institute was featuring work with the deaf child and a seminar in conjunction for parents and teachers.

The five teachers went for the express purpose of rewriting the course of study for the 2- and 3-year-olds of their school. The staff at the Vassar Institute concerned with the field of hearing were: Dr. Miriam Fiedler, now at Clarke School; Dr. L. Joseph Stone, professor of child guidance, Vassar College; Dr. Lee Myerson, now assistant professor of psychology, University of Kansas; and Miss Ciwa Griffiths, now assistant professor of education, Los Angeles State College.

The seminar started with a discussion of the course of study and an endeavor to divide the "good" part from the "unsuccessful" part. It was soon obvious that no records had been kept and very little criteria existed by which any section could be neatly deleted and something else (a nebulous concept) could be substituted. Therefore, the consensus of opinion was that here was a good opportunity to carry out an experimental study. Dr. Stone and Dr. Fiedler, as relatively geographically close, could watch and help from time to time.

During the remainder of the summer, the seminar was a combination of observation of the 2's and 3's (hearing children) in the Vassar Child Study Department and a discussion period devoted to evolving the broad principles upon which the experimental program would start. Discussion of observations frequently went along this line:

"We saw 2-year-olds this morning doing thus and so. That's all right for hearing children, but you couldn't possibly do that with deaf children."

"Why?" or "Why not?"

And then would follow discussion in child growth and development, meeting the needs of children, and the basic principles of child guidance.

By the end of the summer, the following principles for the starting program were agreed upon:

*1. Have a nursery school environment*

This meant that the small rooms at Public School 47 usually devoted to 5 or 6 babies with their chairs and tables would have to be made into one large room in order to house nursery school equipment and allow the children to run and play. Cots for sleeping were to be provided and the regular routine of a nursery school was to be followed. The change in the physical aspect of the school was managed through inviting one of the assistant superintendents of New York City to one of the seminar meetings so that he could see the problems to be faced. (His order for the change was made during the summertime and accomplished by October of that fall semester.)

*2. Have family groups*

The former small rooms now thrown into one meant that all the beginning children and their teachers would share the same room. Therefore, the children would be divided into smaller groups and each teacher would be primarily responsible for a certain number. While any child was free to go to any teacher, each group's physical needs were met primarily by that group's teacher who also ate with her own group.

*3. Have the mothers accompany the babies until they could feel secure in the new environment*

Children at Public School 47 are picked up by bus all over the city. Some of the babies have to ride 2 hours each way to and from school. Mothers are not allowed to ride on the school bus, so each mother was asked to bring her child at first. As soon as the child felt secure the mother would retreat to the hall and stay away for a couple of hours. When the child seemed all right without her she would put the baby on the bus at school one day and meet him at the other end of the line. As might be supposed, the length of time it took each child to adjust varied greatly. One mother came regularly for 2 years, while others only needed a day or so of reassurance.

*4. Accept the children in small numbers*

Instead of having twenty-odd children all frightened and unhappy together, the babies were brought in in small numbers every 2 weeks until all were enrolled. Children as young as 20 months were accepted but most of them were between 2 and 3 years of age.

5. *Have a permissive atmosphere*

The children were allowed a great deal of freedom, and a warm, permissive atmosphere was established from the beginning.

6. *Have no formal speech periods*

The teachers followed the children around during the day and talked and talked and talked to them about everything they were doing. At no time did they ask for speech from the child or try to get him to say any words or sounds for the things about which they were talking unless the child first made an attempt at speech.

7. *Have no formal language period*

The process was the same as for the speech.

8. *Have no reading program*

There were no labels on any of the furniture or articles around the room.

9. *Have an individual hearing aid on each child as soon as possible*

The fact that each child is in Public School 47 means that he was diagnosed as a deaf child. No child who starts there at 2 has any speech or language. A radio and phonograph player with earphones was provided, and music was played almost constantly. Any child who circled by on a tricycle or wandered by and showed any interest in the earphones or equipment was quickly helped by the teacher to place the earphones on. Some stayed for a while; others moved away immediately.

The problem of the cost of individual hearing aids was met through the cooperation of the New York Hearing Aid Association, which donated 25 hearing aids each year for 5 years to the experiment.

Very soon after the beginning of school individual hearing aids were laid on a table and ear molds were taken. As the children evidenced some interest in the aids they were shown how to wear them. Parents made an outside harness for security, and the children began to wear the aids. Again, differences in the length of time it took each child to begin to wear an aid were varied, but many of the babies were wearing their own aids within a month after school started. There was no insistence of length of time; the children took their aids off and on as they desired, returning them to the table just as any other piece of equipment in the room was cared for. As soon as the children wore them all day long at school they were allowed to wear them home also.

10. *Have no formal auditory training*

Music was provided, and playing of games, etc., that grew out of the desires and experiences of the children, reading them stories, talking to them, etc., but the children were not sat down to sound-and-answer type of auditory training.

Twenty-three babies started in the fall of 1948. In March 1950, when the writer of this paper visited the school, one of the children was talking in complete sentences with intelligible speech, three others had considerable language with not quite as intelligible speech, two or three were not talking at all and the remainder were in various stages in between. The number of teachers had now increased to eight as the babies entered in the fall of 1949 were also in the experimental program. The concern felt by the staff at that time was that

perhaps it was time to start formal speech, reading, language, etc., particularly for those children who had made very little progress, and certainly for those who had made the most progress for now they should surely learn how to read. Again in consultation with the Vassar staff, discussions were held relative to the reading readiness program, indexes of need on the part of the children, and the next steps for the program to follow. It was agreed that formal work in terms of reading readiness, arithmetic concepts, speech, language, and auditory training would not be started until the fourth year in school.

In the spring of this year, 1953, the United States Public Health Services made a grant to Vassar to evaluate under the direction of Dr. L. Joseph Stone the 5 years of the program. Dr. Clarence V. Hudgins of Clarke School, Dr. Lee Myerson, and Miss Ciwa Griffiths are serving as consultants.

The evaluation will be a study of the 15 children who out of the original 23 have been at Public School 47 for the 5 years of the experimental study. The control group is composed of 15 children who have been at Public School 47 for 6 years just preceding the experimental group and have been taught by an entirely different methodology.

Some of the questions which must be answered are: Does the utilization of an individual hearing aid show any particular improvement in speech, language, lip reading? Are there any other ways that the aid has an effect? At what level are the children reading? With what pleasure? With what understanding? What type of language patterns do the children have? Are they talking in words, phrases, or sentences? Do they use speech and language only when required or do they talk as a "matter of course"? Do they change their language patterns when they talk to other children? What is indicated in their speech pattern? Do they have more intelligible speech or less? Is their speech easy and lack mouth-ing or grimaces? Does the group as a whole have any smoother, easier communication? Is there more aural contact with the group? Are the children better adjusted and emotionally stable? And many more.

Bases of comparisons will be made from the results of a projective technique using life-size toys, speech intelligibility tests, speech reading tests, abilities in the directions of skills and language usage.

When one reads the final results, it should be kept in mind that the children who are being measured are at this time only 6 or 7 years of age. The results, therefore, should be considered as indexes and milestones rather than ultimate accomplishment.

MISS PITTENGER. I have brought this paper to you because I believe that only as we are very aware of things that various people are trying and as we bring over to our own work whatever we can find from other people's activities are we going to show forward motion. As I said to you, we haven't had so many prophets needling the convention. As I said, I can remember Miss Fitzgerald buttonholing every administrator and saying, "Now here's this Key of mine, and it really works." And she just stayed with it with an almost apostolic fervor.

And I can remember Miss Mason who was just crazy about her lip-reading movie, going from administrator to administrator and teacher to teacher in her little red hat with her little red bow, saying, "Why



don't you try it? You ought to try it, anyway." And sometimes she said it to ears that can hear but were very deaf, indeed.

And as I said, I well remember Dr. Goldstein saying, "You don't use the hearing enough. Even children with only sound perception can get some good out of it." And as I said, he needled and needled and needled and sometimes we weren't very happy when we were sitting there listening to him.

We must be careful that we listen to these people, not that we latch onto everything that comes along and say, "Oh, let's try that." But do let's be conscious of these efforts that are being made, and let's be watching for this report of this study and let's read it thoughtfully and see what's in it for us.

Do you have some questions you'd like to ask the Oakland teachers who didn't sneak off but are sitting right there? You remember they told you that many of them had had experience in residential schools. Have you any questions about the comparative problems?

MEMBER. I would like to know if you all have student teachers at your service all of the time to watch over the children?

MISS PITTINGER. Oh, I'm going to answer that one. They surely don't have a student teacher all of the time. That just would be too much of a good thing. Don't you forget that when a student teacher is there, she's more of a nuisance to these people than a help. It's just the highly professional attitude of these people that makes it possible to place the student teachers there at all. Miss Halleron, whose picture you saw, worked with Miss Ziebach for 1 month this spring, all day, every day, and then she worked with another teacher another month of her student teaching experience. Two months this spring was as long as anybody had a student teacher, and only two teachers at a time had those.

Question over here?

MEMBER. I would like to ask when these bulletins are sent home?

MISS PITTINGER. The question is, when is the news bulletin to be sent home prepared? Who'd like to answer that?

MISS ZIEBACH. These bulletins are prepared any time that you can get 5 minutes to write it and 5 minutes to take it off. Sometimes you can do it in your 10-minute recesses, but if that's a day that you have a mother and you're conferring with her during the recesses, why, you have to take school time. Because it has to be taken off ready to be taken home at 12 o'clock noon. So you do this all between 9 and 12, some way or other.

MISS PITTINGER. Does that answer your question?

MEMBER. How do you take it off?

MISS ZIEBACH. Oh, just on a little hectograph pad or something of that sort.

MISS PITTINGER. Mostly they use just the gelatine in a pan. Other questions? Come on, I know you have some.

MEMBER. How do they group them? You mean according to intelligence or age or social maturity or in what way were they grouped?

MISS PITTINGER. Did you hear the question, everybody?

AUDIENCE. No.

MISS PITTINGER. Would you mind repeating it because I think now the microphone is on.

MEMBER. I was interested in knowing about the grouping of the classes. I understood that there was some grouping according to—I

was wondering whether it was according to age, or social maturity, or just what you used as your criteria for grouping the children?

Miss PITTENGER. Who will answer that one? All right, Miss Earhart will answer that question.

Miss EARHART. We do the best we can. As we explained to you, we're a small school. You know you can't get the perfect grouping in a small school. We use the maturity level more than we use an age level, isn't that true? And sometimes when we get these children in, this last year we had a child come in who was 9 years old, a great big girl who had never been in school before. Now in maturity, she was up with the 9-year-olds, but in accomplishments, she couldn't do as much as a 3-year-old. Well, you couldn't put her back with the 3-year-olds, so we, as one teacher said, shared the wealth. We all helped. We put her in with as many—let her work in different groups for differing things, and she had her homeroom and her playtime in her rhythmic dancing and her play in with children of her own age and size, and for the others she went where she would fit the best.

In the middle group we try to group according to ability and interest. There are 3 classes within this 1 level, the first grouping is very immature, very slow; the second, is much more wide awake, they're younger than the children in the first group, but they're much more wide awake and they're further along. And in the third group, they are even further along, and that's the best we can do in the homogeneous grouping.

Miss PITTENGER. It really comes down to a decision. "How will this child fit into your group?" or "Where will this child fit best?" But notice that there is always the teacher evaluation in this business of the placement.

Another question? Question here.

MEMBER. Who provides the supplies for the projects, such as making ice cream and so on?

Miss PITTENGER. All right, who provides the supplies for such projects as making ice cream? Who will talk to that? Miss Veitch.

Miss VEITCH. Do you remember the \$10 that was given to each teacher? It comes from that if it hasn't been used up. However, I expect by the time Miss Earhart made ice cream that that \$10 was long since gone, so I imagine it came out of her pocket, or, we do have a fund at school in our principal's office and sometimes we can talk him into giving us some money. We get it some way. We may bring it in ourselves, but somehow or other we'll get it, and we have very generous parents. I'm sure that any time we ask them for something they give it to us.

Miss PITTENGER. Of course, you know there's always a certain amount of digging down into one's own pocket when you get into activities. This is often necessary when you start, and as you can show the value of it, you begin to get support from organizations and from your PTA and from the school itself.

Another question? Down here.

MEMBER. We notice that some of the teachers are teaching cursive writing. About what age do they change over from the manuscript writing to the cursive?

Miss PITTENGER. The question is, When do they change from manuscript to cursive writing? Who changes them? Eleanor, I guess you know the answer to that, don't you?

MISS EARHART. When they are ready. [Laughter.] I don't mean to be so abrupt as all that, but there comes a time usually when they are around, oh, at the end of the primary I group or the middle. Now those children you saw making the ice cream, the 8-year-olds, I've had to hold them back a little. They write cursive many times, but because we were making a book, and a book looks much nicer if it's still in the manuscript writing, so I sort of held them back. By next year they are going to be doing it, and then they're quite ready. There's no bother.

MISS PITTENGER. You'll want it by then, for sure.

MISS VEITCH. And in the Oakland schools they begin at third grade, so we sort of—if they're working with a group in social studies, why they sometimes change over then.

MISS PITTENGER. Yes, sometimes they pick it up from the other children in the school. That is, the need they pick up, and then the teaching has to be done. Another question? This is your chance.

MISS HARRELL. I would like to know something more about parent participation, how often or how long they visit? Do they do any—give any help in the classroom or is it merely participation at home? In carrying on the child's progress?

MISS PITTENGER. Would you like to talk to that, Dorothy? Miss Ziebach works with the littlest ones, that's why I'm pinning her down with this one.

MISS ZIEBACH. It varies at the different age levels of course, but at the preschool age level we have the mothers come as often as we think necessary, and they come as often as once a week, and sometimes oftener than that in the beginning, but toward the end of the year it may taper off until every 2 weeks or every month and they come for a part of their child's day, usually an hour or an hour and a half. It depends upon the way the children react to this particular mother, and sometimes we have, we often have group meetings of mothers and talk about problems that involve all of the children.

MISS PITTENGER. Does that answer your question?

MISS HARRELL. Fine, thank you.

MISS PITTENGER. Actually, the parent in the classroom isn't much of a participator there. Sometimes, but more of the times she's an observer actually in the classroom. You can't have too many people working away at the children, you know.

MISS ZIEBACH. I would like to say just a little bit more. With reference to lip reading at the very first, I have the mother come and work with the child just as I work with the child and we pass over the way I do it to the way the mother does it until that very formal period goes through, and until the vocabulary is large enough, the lip reading vocabulary is large enough, so that they go into their regular conversation.

MISS PITTENGER. Have we any more questions?

MEMBER. Is the Fitzgerald Key used in a formal lesson as just the outgrowth of the natural forms?

MISS PITTENGER. Would you like to answer that, Eleanor?

MISS EARHART. The Key is begun as we showed you—well, it's begun down in the primary section. The headings are put there, and new words are listed under there, but there is no formal drill on the Key, and I don't believe any of us do formal drill with the Key. I have in my group, which is primary II, after we have done our free writing, that is the children write themselves. In order not to discourage

them, we have small slips of paper, they don't have to cover a great big thing, it's just a little slip of paper, and they write their couple of sentences on that. Then we often use the Key to correct it. And then we point to the key to correct written and spoken language, but so far as I know there is no formal drill in the Key. But it's always used for reference. All new language is referred to it, and we all have it up in our classrooms, and as you saw, the headings of the new words, I mean like the books, and you'll see that in a lot of these things the verbs are marked and that is the way in which we use it.

Miss PITTENGER. I'm sorry that you didn't see the charts better, but obviously the printing on it was not very large in the first place and the room was not dark enough so that they showed up clearly. I think perhaps you'd have a little clearer idea of how this is developed if you could have read them better.

Now, we might have time for one or two more questions. I've promised myself this program wasn't going to last all afternoon, and let's not. When we get through with these questions, we're going home. Are there any other questions? [Laughter.]

Let me say once more that I do very, very much appreciate the cooperation of the Oakland people and of Miss Griffiths in bringing this material and these ideas to you. I just hope that we are going to have improvement in our language programs throughout all the schools for the deaf in the country, however large or small. As I said, I've been going to these conventions for 30 years. We still have an awful long way to go before we have the language that we're all reaching for from the time a deaf child first walks into school. And we have to think up as many new ideas as we can and try them and work them over and share them and expand them. For this teacher presentation I am very grateful because this is what they're doing, and this is what they're passing on for you to use in any way you can. Thank you. [Applause.]

Mr. REAY. I've been asked to make a couple of announcements and the first one is that we have some stickers for those who have automobiles whereby you can have free parking in Vancouver. Second, I would like to remind you of the entertainment tonight at the high school and those of you who do not have transportation down there will find that there are cars on the campus that will take you down there in time for the entertainment.

(Meeting adjourned at 3:26 p. m.)

#### SECTION MEETINGS, MONDAY, JUNE 29, 1953

##### SECTION FOR DEAF TEACHERS

Section leader: Thomas Ulmer, teacher, Oregon school.

Paper: Raising Standards in Our Schools for the Deaf, Wesley Lauritsen, instructor and athletic director, Minnesota school.

Open discussion.

Paper: Senior Problems for the Deaf, Emil S. Ladner, teacher, California school.

Open discussion.

Paper: Developing Citizenship and Character Through Guidance in the Classrooms, Thomas Dillon, principal, New Mexico school.

Paper: Teaching by the Group Method, David Mudgett, teacher, Illinois school.

Panel discussion: Lloyd Ambrosen, principal, Minnesota school; Edward Reay, principal, Washington school; Theodore Griffing, teacher, Oklahoma school; and Boyce Williams, Office of Vocational Rehabilitation, Washington, D. C.

## RAISING STANDARDS IN OUR SCHOOLS FOR THE DEAF

(WESLEY LAURITSEN, instructor and athletic director, Minnesota school)

We are all interested in improving the standards of our schools for the deaf. That is one reason why we are gathered here today. But how can it be done? That is a \$64 question. It is a hard job; it is not a one-man job. It requires teamwork.

After being connected with the Minnesota School for the Deaf for 31 years and having visited many other schools I have naturally formed some definite opinions on the subject. I appreciate the opportunity Uncle Tom Ulmer has given me to pass these on to you. Last January he asked me how many hours I wanted for my talk. Two hours is usually enough for me, but I am going to condense this to under 30 minutes; so I hope I will not bore you.

I am going to tell you a little story this morning.

Some years ago I received a letter from a man whom I had never met. He asked for an opportunity to officiate at one of our basketball games. Four words in his letter impressed me. These four words have stuck in my memory down through the years. They have formed the topic for an editorial. They have formed the topic for a chapel talk. The words are "I'll be all there!" This man said that if given an opportunity to officiate he would be all there during the game. He got the opportunity he asked for and many more. He always reported well ahead of time; he always seemed well rested when he came—as fresh as a daisy; his dress was appropriate; his full attention was given to the game; truly, he was all there. He was one of the most popular officials I have ever known and singlehanded could handle a game better than two average officials. In due time he was officiating at district, regional, and State tournaments. He kept the standards of the game high.

The whole idea of my talk could almost be boiled down into the idea "I'll be all there!"

If every teacher, every staff member, every employee, every student would be all there, the standards of our schools would be raised. Practically everything we say or do in a school affects its standards, so my topic allows me a great deal of leeway.

As I see it, the standards of a school are high when its graduates can step into positions paying a good living wage without any or much special preparation. Most of our schools are doing a good job as is evidenced by the success of our graduates. Just a month ago more than 300 MSD graduates sat down to banquet with the Governor of Minnesota. That they could come in fine cars from all parts of the State, from New York, from California, from Montana, Ohio, Illinois, and a half dozen other States proved to the Governor and the members of the legislature present that the school was beyond question a good investment. However, in this day of stiff competition we cannot rest on our laurels. We must go on; we must progress, we must improve.

Everyone from the superintendent down to the youngest pupil may be considered a link that helps to make the school a good one or otherwise. I shall try to point out some of the weak links, as I see them. My reason is that it may be helpful to some of the younger teachers.

A teacher's life is not his own. His every act around the clock is



subject to close scrutiny by students, staff members, and the general public. The teacher must be aboveboard.

I recall an incident where a well-known deaf teacher who was living in a school came home late one night and parked his car in the school garage. The night watchman saw him make his way to his room over a zigzag route and reported to the superintendent that the teacher had come home dead drunk. The superintendent could hardly believe this. You teachers who are deaf have already decided that your friend was not drunk, but like many deaf people who lost their hearing after birth was unable to walk a straight line after dark. The watchman will never again make such a report on a deaf teacher.

We must ever be on the alert to put down stories of this kind about people at our schools. We can help by avoiding gossip and by remembering that it is always better to say a good word about a bad fellow than a bad word about a good fellow. Also, remember Will Rogers' words: "I never met a fellow I didn't like."

The teacher who writes a letter or does some other work not connected with the class during class time is a weak link. The teacher who visits during school hours is a weak link. The teacher who has an "It doesn't make any difference" attitude is a weak link. The teacher who does not take pride in his work is a weak link. The teacher who does not give the student the best that is in him is a weak link. Weak links like this deprive the deaf child of what he needs, what he has a right to expect.

At a convention of the Tennessee Association of the Deaf held in Knoxville 28 years ago I saw Dr. Robert Patterson, then a highly respected retired teacher of the Ohio School for the Deaf, give a talk. He stressed that one of the weak points in our schools was that we were developing "gimmies." We should stress that it is more blessed to give than to receive. I believe in free education, but there are certain things that it seems reasonable and fair children attending a residential school should pay for. Our schools are generous. I know there are some schools where the State pays for practically everything. The States have large capital investments in our schools and last year the annual per pupil cost ran from around \$700 to over \$2,700. The deaf child gets many things that his hearing brother does not get in the public schools. I do not begrudge him anything, but unless we teach our students that they must work for what they get, they are in for an awful jolt after graduation.

Most pupils can pay for personal items and pleasures, if required. The 100 boys in the boys' dormitory at the Minnesota school often spend \$200 in a single month for candy at the athletic association candy store. The pop machines take in more nickels than you would care to count.

Schoolmen have told me that you could not get students to pay for their own gym suits, basketball shoes, and football shoes. They say it would not work in their school. My answer is that if you will plan your work and approach the students and parents diplomatically you will get cooperation that you never dreamed of.

I will give you a few examples. Every year on August 1, I, as athletic director, write a letter to the parents of all boys in our school and tell them what their sons will need in the way of athletic equipment. The response is almost 100 percent and everyone of our boys

wears a nice clean gym suit right from the beginning of school in the fall until school is out. Each boy buys 2 or 3 suits, a half-dozen pairs of gym socks, tennis or basketball shoes, and the football players buy their own football shoes. I buy everything at wholesale from the manufacturers and sell it to the boys for less than they could buy it in the city. For example, before school closed 25 boys gave me orders for football shoes. I will sell them to the boys for \$8. The same shoe would cost \$10 to \$12 in an athletic goods store. The profits go into the athletic association treasury.

Another example of how parents will cooperate: Last fall I took 23 football players and 10 senior girls on a 5-day trip to Delavan and Chicago. Many have asked how we financed this. The athletic department took care of the cost of the chartered bus and meals to and from Delavan, where a football game was played. Each boy paid his own expenses on the side trip to Chicago. I asked each boy to pay \$10 for his board and room and the chartered bus in Chicago. All except two had the money pronto. I helped these two and they paid a little later. The superintendent wrote to the parents of the 10 girls and asked for \$30 for each. It was sent before you could say Tom Ulmer.

Another example: I asked my 11th and 12th grade English classes to pay for the student edition of Reader's Digest that they use. This same magazine is used by  $3\frac{1}{2}$  million high-school students. Sometimes 1 or 2 balk at paying, but the response is on the whole good. Why should we give them the magazine when their hearing brothers and sisters have to pay for theirs?

The standards of a school are measured not only by the efficiency of the academic and vocational departments, but by the overall development of character and personality. Success in life will be measured by one's ability to get along with others as well as by academic skills.

I believe that one of the important problems before us is to teach the children to love to work. There are too many who want to idle away time. There are too many who want good pay for little or no work. This is a condition that exists all over because of the high pay received by some students during vacation.

Keeping students busy at good work 6 days a week helps to keep them happy and at the same time tends to develop industry. In the good old days the school shops were open 6 days a week. There has been a gradual change to a 5-day week for everyone. In some States I believe the law requires it. When Saturday shops were discontinued at MSD many of the older boys felt bad that the opportunity to work and learn on Saturday had been closed to them. They said so in no uncertain terms. I have talked to many educators and the consensus is that the closing of the school shops on Saturday was a backward step. One superintendent who would like to see the older boys in shops Saturday morning told me he hesitated to issue the order for it as he feared it might change his name to Mr. Mud. I have noticed that many good shop teachers do not go hunting or fishing on Saturday, but put in time in the school shop or in a shop in the city. The deaf youth would benefit greatly if these men were paid to man the school shops Saturday forenoons.

Many of us teachers do not like to say "No," when a student asks something. The superintendent and the principal are human, just as we are, and they do not like to say "No," when we or outsiders ask for some special favors. Many times after a schedule is made up some well-meaning person will ask for an addition or a change in the schedule. Often this will upset plans already made by a hundred or more other people. To protect the principal and the superintendent I feel that such requests should be made in writing and at least 2 weeks ahead so proper consideration can be given the request. I made this suggestion to my own superintendent a short time ago and I believe it will be in our 1953-54 yearbook.

In and out of the classroom I believe in making good use of time. After a planned lesson is completed there are often a few minutes left of a period. Use them in various ways. I have a bunch of cards on my desk with 5 or 6 idioms on each. I quickly copy some on the boards and explain their meaning. Then I let the students incorporate the idioms into sentences. I also have a large assortment of general questions. These are typed on 3 by 5 cards and give 1 to each student who copies it on the board and writes the answer, if he can. One question that came up last month was: Why is it dark at night? One bright lass, without batting an eye, wrote, "So we can neck."

One thing I would like to bring up here today is the proper use of signs. We deaf teachers have a responsibility to preserve the beauty of the sign language. In signing we should be careful not to make a lot of unnecessary facial expressions. One great need today is an authoritative manual on signs. Those now on the market are out of date. This convention might collaborate with the National Association of the Deaf and Gallaudet College to edit and publish a new manual that would be acceptable to all of the deaf.

Several years ago there was an article in Reader's Digest in My Most Unforgettable Character series that told of a Michigan high-school teacher who said he was an enemy of good work—he wanted perfect work. I liked the idea. Anything less than a student's best work should not be accepted. Let us try to make students realize that good work is never lost. Here's a story to illustrate. During the past 2½ years we have had a newsboy who seemed rather frail, but he never missed a day, and he always put the paper behind the screen or storm door. Often I would see him walking with a book in his hand and reading while on his paper route. He used his time; he did everything well. He is said to have the highest I. Q. in his high school. He was graduated a month ago and had his choice of a half-dozen scholarships. He accepted one from Yale.

While we must be on the alert to improve, we do not have to be serious all of the time. After James Conant became president of Harvard he was sometimes seen tossing pebbles at a laboratory window trying to catch the attention of one of his ex-cronies. And sometimes he was seen playing with an electric train on the floor of the presidential ballroom.

In closing, I want to leave this thought with you: It is our duty to train for life; you can't get more out of life than you put into it. With this in mind, let us pray that the good Lord will lead and help us in our work with the deaf youth of America. I thank you.

## SENIOR PROBLEMS FOR THE DEAF

(EMIL S. LADNER, teacher, California school)

Senior Problems is a course to help prepare high-school students for the problems they will face after graduation and to help them become self-supporting responsible citizens. We attempt to teach the student how to handle his earnings intelligently and to make good use of his leisure time.

It is our firm belief, established after many years of teaching Senior Problems, that the course has been of great benefit to a large number of our graduates. Many have often told us they made good use of the information gained from the course.

This course is given to the 11th graders rather than the seniors, because the latter are occupied with the various extracurricular activities of their final year and preparation for Gallaudet College entrance exams. Also, the seniors are able to use some of the information from Senior Problems in their last year.

We use mimeographed notes to simplify and emphasize the most important points from the texts. The course could be given from these notes alone, and a number of slow classes did not use the texts.

We shall give some remarks on each topic as listed in the outline. At the end of this report I hope to have time to answer questions.

(I) All of us are consumers and are confronted with a very large number and variety of goods in the stores—excellent, good, fair, poor. A knowledge of how the business world functions can be helpful in evaluating these goods. As consumers we need to know our role in the business world so that we can have a hand in the production of desirable and useful goods.

(II) All of us expect to earn money and to spend it. We try to make the students realize that the important thing is to plan the spending of their income so they can derive the greatest benefit with the most economy. Business methods should be used in managing the income and the home. A budget should be kept, records of expenditures, bills, receipts, etc., should be carefully made. During the months of October and November the students were required to make a budget of their money, keep records of all expenditures, and to find the results. Some students kept it up all through the school year. Many surprises were in store for these students. We can remember the time one boy totaled his candy and amusement expenses for the month of October. He was amazed to find he had spent over \$70 on just this 1 item. It taught him a good lesson as he was broke until January.

(III) Most of the students hope to own their own homes some day. In these days of inflation it is not an easy matter to finance, not to mention saving for the downpayment. We try to stress the importance of a large downpayment if possible. We figured various methods of financing to learn the difference in cost of interest due to length of years and amounts of monthly payments. The buying of used homes was gone into thoroughly as well as new homes.

(IV) Not much time was spent on this topic. Just general advice on the importance of maintaining the home to keep up its value. Their attention was called to the various booklets and pamphlets, to *Sunset*, *Good Housekeeping*, and other magazines.

(V) To give them a general idea of home operating expenses, I explained my own bills for gas, electricity, water, telephone, etc.

(VI) Since nearly all the students expect to own or drive cars, this topic is very important and should be gone into thoroughly. The various types of auto insurance, the California driver's responsibility law, claims, insurance policies, what to do when an accident occurs, the obeying of all traffic laws, etc. Also, the leading causes of accidents were stressed through booklets and newspaper clippings. We do not have a course in driver training but we hope it can be added some day.

(VII) To become intelligent buyers of goods it is necessary to learn how to judge quality or find sources of information on it. We also need to learn to compare prices; to take advantage of sales; to buy in large quantities or sizes, in bulk, wholesale, and in season. The study of advertisements in newspapers and magazines was done to show the various appeals used. The students learned to find facts on prices, quantities, sizes, etc., and not to pay attention to appeals, testimonials, exaggerations, etc.

(VIII) The wise use of credit will help in maintaining a good standard of living. We warned about the misuse of credit and about its high cost. We studied sales contracts from personal purchases of furniture, automobiles, appliances. The various lending agencies were studied to consider their advantages and disadvantages.

(IX) Life insurance is another very important topic. We showed policies of each type, the rates, terms, etc. We also explained about social security, unemployment insurance, disability insurance, Workmen's Compensation Act.

(X) The wise use of leisure time through healthful recreation and hobbies was stressed. Mental advancement through reading of good books and magazines, attending evening classes if possible, and other methods.

(XI) During February we studied the United States income tax and helped students apply for refunds.

(XII) We did not go into this text extensively as most of the girls gain information from home economics, housekeeping, and shop ethics.

In conclusion, we are still working to revise and add to the course. Our texts are getting out of date and we are looking for new or better ones. Also, we are hoping to add family relationship to the course if it is not to be given in some other course. We welcome suggestions from you as to additions. Thank you.

#### OUTLINE OF SENIOR PROBLEMS

Texts: Using Dollars and Sense, Oliver R. Floyd and Lucien B. Kinney, Newsom & Co., 1942; You and Your Money, Mabel B. Trilling and Florence W. Nicholas, J. B. Lippincott Co., 1944.

##### I. The consumer:

Relationship to industry.

The producer, manufacturer, wholesaler, middleman, retailer.

##### II. The consumer's income:

Various sources of income.

Necessities of life.

Business management of the home.

(a) The keeping of a budget.

(b) The keeping of receipts and expenditures.

(c) Recapitulation, revision, balancing the budget.



## III. The home:

Renting a place. Advantages and disadvantages.

Owning a home. Advantages and disadvantages.

Steps to take in planning to buy or build a home.

The mortgage, payments, depreciation, taxes, insurance, repairs.

The FHA. Building and loan associations.

## IV. Care and maintenance of the home: General advice on painting, repairing, plumbing, heating, care of floors and furniture.

## V. Operating expenses in the home:

Electricity for power, heat, light (kilowatt-hours).

Natural gas, oil, or other fuel for heating.

The telephone.

Employing help in the home.

## VI. The automobile:

Initial cost and financing.

Fixed expenses.

Auto insurance (fire, theft, collision, public liability, property damage, claims).

## VII. Intelligent buying:

Why we should learn to become intelligent buyers.

Quality, price, buying in large quantities, buying in bulk, wholesale buying, bargains, savings by paying cash.

Study of modern advertising and its appeals to the emotions, fears, desire for popularity, etc.

Sources of information for consumers, such as Consumers' Research, Consumers' Union, Bureau of Standards, Government agencies.

## VIII. Consumer credit:

Why credit? Examples of credit in everyday life.

Charge accounts (terms, statements, cautions).

Installment buying (carrying charges, the contract and its terms, advantages, and disadvantages).

Personal loans (emergencies, rates of interest, cautions).

Lending agencies (from credit unions to loan sharks).

## IX. Providing for the future:

Savings and securities (bank deposits, bonds, stocks, etc.).

Health insurance and accident insurance (various types).

Life insurance (various types).

Pensions and annuities for old age.

Social Security Act (unemployment and disability insurance, old-age pension, survivors' aid).

Compensation.

The National Fraternal Society of the Deaf.

## X. Recreation and advancement:

Need for recreation—various types to select according to age, state of health, cost, and other factors.

Hobbies and evening classes for trades or for pleasure.

Reading of books, magazines, newspapers.

Joining clubs for social and business reasons.

The National Association of the Deaf and State associations.

## XI. Taxes:

The United States income tax.

The various direct taxes to pay.

The hidden taxes.

XII. Selections from *You and Your Money* on food, clothes, cosmetics, household equipment, furniture, etc.References: *Consumer Training*, by Heil (Macmillan Co.); *When You Buy*, by Trilling, Eberhart, Nicholas (Lippincott Co.); *Encyclopediae* in school library.

Pamphlets and booklets issued by Household Finance Corp., 919 North Michigan Avenue, Chicago; National Better Business Bureau, Chrysler Building, New York City; Consumers' Research, Inc., Washington, N. J.; Consumers' Union, Vandam Street, New York City.

Superintendent of Documents, Washington, D. C. (ask for price lists); Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City; also write to Metropolitan, Prudential, New England, and N. F. S. D. for their booklets on life insurance.

Supplementary aids: Strip films on budgeting, credit, etc.; specimen policies, bonds, stocks; personal papers, such as receipts for premiums, property taxes, auto insurance papers, applications for credit, etc.; advertisements in newspapers and magazines; notes made by teacher to give important facts from the texts; visits to the bank, loan company, home, Ford assembly plant.

#### DEVELOPING CITIZENSHIP AND CHARACTER THROUGH GUIDANCE IN THE CLASSROOMS

(THOMAS DILLON, principal, New Mexico school)

As teachers and educators, we cannot help at times but look back upon our accomplishments and failures. It seems that we are always recognizing something along the line that we have left undone, or something that we would do in another way, or even something that should not have been done at all.

Our schools today have a commendable set of aims and objectives. These aims are designed to prepare our children for a full and happy life. To accomplish these aims, we have a greater amount and a higher quality of material, more plentiful and better planned research, better trained teachers, and finer school plants than ever before have been at the disposal of this country's educators. Yet, there are times when we cannot help but look back in retrospect over the job that we are doing and wonder if, in spite of all of our aims and material aids, we are accomplishing everything that should be done for our boys and girls. We endeavor to disperse academic information and develop skills; we recognize and provide for the vocational needs of our youth, and we strive for social competency. However, when we look upon our finished product, the young adult, the problems that befuddle our youth and the ways that they meet and avoid these problems, we cannot help but wonder if some essential ingredient in our school program is lacking.

It seems that in our rush to bring about changes to provide the best for our youth, we may have obscured, or relegated to a minor role, two essential elements to successful and happy living—character and citizenship training.

Any school that is worthy of being called a school has some provision for character and citizenship training. The question that I wish to bring before you is whether we are giving character and citizenship their proper place in our school curriculum. Are we taking too much for granted and leaving these two essentials to a hit-and-miss arrangement? Do they not deserve a more prominent place in our planning? Do they not deserve our full attention in the same manner that we treat language, reading, and arithmetic?

Any school that would like to have a true measure of the effectiveness of its character and citizenship-training program has only to turn to its finished products—its alumni. Are these men and women happy, producing, and contributing members of society? Have these men and women achieved a competency that makes them respected citizens in their communities? Looking over the general achievements of the deaf people of this country, most of us would shout, "Yes!" If you look a little closer, you might say, "Maybe." But, when you get right down and examine the personal problems of a great many deaf and hard-of-hearing people, you will not feel so sure. This is a situation that does not apply to deaf people alone, and is probably even more marked among the general population than among the deaf

as a group. Careful scrutiny will reveal thousands of intelligent and highly educated people who are sorely lacking in character training, who apparently have no idea of their responsibilities to their fellow men, who have a vague understanding of cooperation, compromise, and even of simple good manners. On the other extreme, we will find more thousands of people with little or no formal academic training, and who may even have low intelligence-quotients, who are respected and happy citizens in their communities and making a successful living for themselves and their families. In between these extremes, we find a large assortment of types of individuals realizing varying degrees of success and failure. We may attempt to explain some of this by attributing it to individual differences, environment, and perhaps even to experience. Yet the whole situation smacks of a great need for expanding, extending, and generally strengthening the character and citizenship training offered in our schools.

Everyone recognizes that character and citizenship education takes place during every hour that the child is awake. We also recognize the part of the home, the part of the dormitory in the residential school, and the part of all activities, including the extracurricular programs in our schools in character and citizenship training. The part of events and experiences outside of the classroom are most important and even more important in character training, as they are "living experiences" for the child. It is most important that we recognize the human element, meaning the parent, the school staff, and the fact that we can expect no more than the examples and demonstrations in living that we ourselves set before our children in our daily living. As in most educational situations, the human element is the key to success or failure in character and citizenship training.

Character and citizenship training is a broad subject. Here we will attempt to confine our recommendations for a character and citizenship program to the classroom. When the term "classroom" is used, it is implied that the vocational classroom has as important a part in such a program as the academic classroom, and will be an area in which the lessons of the academic classroom are put to actual test and practice. The part of the vocational teacher is not to be ignored, but rather to be stressed. It may be repeated that, since the learning of values occurs constantly, moral and spiritual education, character and citizenship training, must permeate the entire school program, from the homeroom through after-school activities and on into the home and dormitory.

Some of the suggestions made by the Educational Policies Commission of the National Education Association in cooperation with the National Congress of Parents and Teachers on how the school can teach character and citizenship values are:

1. Demonstrate respect for the individual child, his needs, and his abilities.
2. Provide situations in which moral decisions occur.
3. Provide the example of teacher and school staff.
4. Provide esthetic experience.
5. Provide knowledge of the contributions, the struggles, and the ideals of men of every age and land.
6. Provide training in seeking the truth.

7. Provide experience in democratic group relations.
8. Teach about religion.
9. Provide guidance.
10. Develop skills for meeting family, vocational, and civic responsibilities.<sup>1</sup>

The spirit of the school and its teachers is the basic factor in developing character and citizenship values. Any such program must extend from the beginning class through the most advanced high-school classes. In fact, it should be a part of the core around which all curriculum and school-activity planning is done. It should be emphasized that the classes for slow children and those children with special problems should receive as much attention in planning this program as the other classes in the school system. It would seem that even if we fail to give our slow children a command of language, the fundamentals of arithmetic, or to develop any skill in reading with comprehension, if we can give them a sense of character and citizenship values we will have given them a most important key to leading a happy and possibly self-supporting life. We cannot afford to fail our slow children by not offering them a sound character and citizenship training program. To some of them, the importance of such training exceeds the importance of academic and vocational training. All that we want for our children and youth has its roots in the character, citizenship, and spiritual values that we cherish, and so this is a program to be participated in and extended to all without exception.

Now let us ask how the character and citizenship training program is to be brought into the academic classroom. There are various devices and various methods for accomplishing this, but under any plan the teacher must be sympathetic or all is lost. Here we may say that teachers who do not demand respect do not get it. Respect must be earned. Under an ideal learning situation students must have respect for their teachers and, likewise, teachers must have respect for their students. It is only under such conditions that any character-training program can thrive. The teacher will not only be a teacher but also a guidance counselor who will lead the way, and at the same time help her students learn to lead themselves. The teacher will strive for situations in which her students can make decisions for themselves and in which she can inconspicuously lead them to make wise decisions requiring thought and reflection on past experiences and situations.

The program will begin when the children come in the classroom door, greet their teacher and friends, pass inspection by their classroom health officer, go about their assigned duties of raising the curtains and the like, and give the pledge to the flag. The program will go on through the day in the same spirit, with teacher and students working together in a partnership, each trying to make a contribution to the other and the class as a whole. Punishment will be meted out for misbehavior, and rewards will be offered for outstanding work, all in a sense of justness and fairness. Teaching the values of character and citizenship will not be assigned a specific time alone, but will be integrated into all activity and recitations, being practiced and taught at every opportunity.

<sup>1</sup> National Congress of Parents and Teachers, Bulletin issued May 1953.

A plan to be proposed for consideration by the teachers of the New Mexico School for the Deaf next fall is to break up some of the so-called values of character and citizenship into component parts and list them in rank of importance, using each as a central theme for a week of the school year, or some other specified amount of time. Thus, cooperation, compromise or friendship may be the theme for 1 week. The theme for each week may be introduced as the topic for our Sunday evening lecture and there explained and illustrated by a story or fable. At the same time, posters or streamers proclaiming the theme and worked out in printing or in art classes, may be placed on bulletin boards in the dormitories, school building, and each classroom. Individual classes that wish to make posters illustrating the theme will be encouraged to do so. The general idea is to have these themes before our students and staff at all times and in all places, hoping that this will make us all the more conscious of our character and citizenship program and our individual part in it. In the classroom, these themes may not only be discussed formally and informally, they may also be brought into current events, geography, history, language, arithmetic, and even reading. They may be carried into the vocational classroom, into the dormitories and into all school activities. They may be carried out as a theme for a single classroom or on a schoolwide basis. They may be carried out on a project basis, illustrated on bulletin boards, used as topics for compositions and in no end of other ways. By constant practice and preaching, some good is most certain to be the end result.

In summary, character and citizenship values and our understanding of them do not spring up by accident. Our standard of values calls for character that will enable the citizens of a democracy to live well with themselves and with their fellow men. Our schools must recognize the very important part of character and citizenship training and include them as a part of our core-curriculum in order to realize the aims and objectives that we have set for our children. To accomplish the most in any character and citizenship education, the best approach appears to be through a guidance program that brings together all phases of the total program in a school. In this overall program the classroom and the classroom teacher have a most important role. Character and citizenship are two of the essentials for a successful and a happy life and as educators we must recognize our responsibility in passing these values on to our students.

#### TEACHING BY THE GROUP METHOD

(DAVID MUDGETT, teacher, Illinois school)

The theme of this convention is "Toward a New Understanding of the Deaf Child." The implied corollary is that better understanding will lead to changes in our methods of teaching which will enable our pupils to attain a fuller physical, mental, and moral development. Since the physical well-being of our children seems to be in good hands, I will confine my remarks to some educational and emotional aspects.

Recent studies show that these two aspects of child development, the educational and the emotional, are very closely related. We, as teachers, have been primarily concerned with methods which, we hope, will enable us to lift the general educational level of our deaf pupils. Our



techniques and courses of study seem to have become more or less standardized in the last few decades, so it is becoming rather difficult to effect signal improvements in that way. It is possible that our best hope for attaining new plateaus of efficient teaching lies in the comparatively new field of mental hygiene, also referred to as "adjustment" or "guidance."

Modern educational writers stress that every teacher should be a mental hygienist. Most teachers of the deaf who have primary classes do try to understand their children and to foster good mental health. In the intermediate and advanced classes this becomes more difficult, as the teacher sees less of the children and finds it harder to understand what motivates their actions and behavior. In addition, the teaching load becomes heavier and the teacher, hurrying to finish the course of study, has little time for observation or attempts to correct maladjustments.

Yet, for all his efforts, the teacher often finds some pupils losing interest, marking time or even failing, although they have the mental equipment necessary for the work assigned. The usual teaching devices used to stimulate or motivate learning, such as competition, marks, rewards, and punishment, often bring about only temporary improvement and may do more harm than good to some children. In most cases such a halt or interruption in the progress of learning can be traced to an emotional difficulty, personal problem, or maladjustment that is bothering the child. When (and if) the difficulty is removed, the child's progress is resumed. Such difficulties can be referred to a guidance counselor for help, but no school ever has enough guidance counselors and many of the difficulties are too trivial for referral. In addition, many disturbing maladjustments concern the child's relations with other children. The need to be accepted, to "belong," the need to gain respect through achievement, the need for affection and friendship, are normally satisfied within the child's own group. In school, this group is usually the child's own class. The small child gets satisfaction of these needs from adults, but as he grows he must get it from his peers. Hence, what we need is a method of achieving good adjustment among our pupils right in the classroom—a method that will result in better academic progress and fewer failures.

The method of group teaching seems, on the basis of several years' experience, to best meet this need. There should be another name for it, because we always teach groups—every class is a group—but a true group is not just an assembly of children. The groups I refer to are small, carefully set up units of children who work cooperatively and react upon one another. The principles of group dynamics have been extensively studied of late. We hear a lot about human relations, group therapy, and group behavior, but not much of all this has filtered down to the classroom. I will try to present some of these principles as gleaned from the few books available and my own experience. I have a small bibliography for those who wish to read up on the subject.

Before everything else, the teacher who would try group teaching must know something of the background of each child. Examination of all available records, talks with the child's former teachers and house parents, meeting the child's parents, if possible, and letting the child tell his own story are all effective. The method depends for its

success on reduction of personal maladjustments and emotional difficulties that block learning, so the more the teacher knows about the child the better prepared he is to cope with the child's problems.

This does not mean that the teacher must become an expert guidance counselor or that the untrained teacher should attempt to resolve severe maladjustments that need the attention of qualified personnel. Still there are many ways in which the teacher who knows the child can help him over life's little hurdles—if only by showing that he understands, and effective group processes tend to solve many a problem without the teacher's direct intervention.

To start group work with children it is obviously necessary to make up the groups. The size and composition are important. Four or five pupils to a group seems to be the most effective. Smaller groups do not have enough variety of interests and abilities and larger groups are too big to mold into an integrated unit. The teacher alone should make the assignments to groups. He might get some help by asking each child to write down the names of two others with whom he would like to sit. The selection should not be left to leaders as in choosing sides for a game, lest the rejected children chosen last feel more unwanted. Each group should have someone who will act as the initial leader, though the teacher should not designate him as such. Later, when the group is functioning, leadership will shift from member to member as the situation demands. Each group should contain children with a variety of skills, interests, and mental levels, so that each child can contribute something the others do not have. Avoid putting two or more boisterous pupils together or they will combine forces to increase the activity and noise. Also, avoid putting two or more shy withdrawn children together or they will reinforce each other's isolation. Putting boys and girls in separate groups may be necessary in some cases but can often be avoided by careful placement or transfers. Placing rapid learners in one group and slow learners in another does not seem to benefit either, as the competition and jealousy among the rapid learners increase tensions while the slow children lack incentive.

As an illustration I will describe one class with which I tried the group method. The names are fictitious. This class had 9 members, age 12 to 15, doing work on the fourth grade level. I taught them arithmetic in a rotating department. They were making poor progress, although only two could be called slow learners. All but one member seemed to be maladjusted in some way. Jimmy was a leader, but was repeating the grade and becoming noisy and troublesome. Robert, a bright boy, lacked initiative but became Jimmy's stooge and joined him in troublemaking. David was quiet and stable, a good athlete and well liked by both boys and girls. William was too timid and withdrawn. Charles, the oldest, was another repeater. He worked very hard but stayed apart and seemed fearful of failure or criticism. Bob was a new boy from another State. He was always clowning and acting up to attract attention. Of the three girls, Kathy was extremely withdrawn, hypersensitive, and rejected by both boys and girls. Helen had been a happy well-coordinated tomboy but this year was moody and unhappy. Jane was another new pupil who kept running to teacher every minute for assurance and help. Enough was known about the children's backgrounds to suggest reasons for each one's behavior.

The class was split into two groups, Jimmy, his stooge Robert, William, the shy one, and Charles in one group and the rest in another. It was a mistake to put Kathy and Jane together, but they couldn't be put with the other boys. The girls did not object to David as their leader and tolerated Bob.

Once the groups have been formed they must understand the reasons for the plan and set their own goals. The pupils' goals will be to learn to work together, help one another, and make better school progress as a group rather than individually. Their immediate objectives will be simple and concrete, such as to finish the textbook or to master long division. The teacher will emphasize that the goal is real understanding, not just completion of assignments. The teacher's goal is, as stated before, greater progress through better mental health, but she doesn't tell the children this.

The groups are not just left to teach themselves. The teacher directs the work from day to day, explaining new processes and assigning work for the groups to do. When assigning drills or reviews, he tells the groups that their difficulties indicate the need for it. Often the children themselves will ask for remedial practice. The rapid learners in each group will help the slow learners, but the teacher must keep an eye on their efforts at first to see that they really explain and don't just pass on the answers. Prevent them, also, from giving too much help. The leader can be told to "let Mary try the next one herself."

Once the groups are working, the teacher must leave them alone. At first there will be bickering, table thumping and even violent disagreements. The infantile children will run to teacher for help or to back them up. These must be turned back to the group and the whole group patiently helped to work together. Trouble in a group should be ignored as much as possible and discussed calmly at the beginning of the next session. Then any improvement should be noted and praised by the teacher. The child who refuses to participate in group work will be the chief difficulty. The principle of contribution to the group offers the best avenue to acceptance and participation, so the teacher must be on the alert to help the isolates show they can contribute something. The teacher must be generous in praise for good work, but the praise should be directed more to the group than to individuals. If the teacher praises Mary for mastering a difficult assignment, he should also praise the others in the group for successfully helping her. Don't forget a word aside now and then to the leader for his fine leadership, to the boisterous one for his quiet concentration, to the withdrawn for his participation and to the peacemaker for his skill in smoothing ruffled tempers. Group solidity and pride soon curb unruly members, encourage the weak and soften individual arrogance.

Jimmy, Robert, and Charles fell into violent arguments over every little point. Discussion brought out that Jimmy's group was not accomplishing much with their dissension—that they should learn to listen to each other's ideas and advance good reasons for disagreement. They subsided into orderly, purposeful discussion.

Kathy and Jane backed their desks away from their group circle and turned to the teacher for help, not even looking at the others in their group. David tried to help, but they wouldn't let him. Jane,

the new girl, gradually accepted the group as they accepted her, but Kathy remained outside of her group. One day David came to me to ask the meaning of a word and I sent him back to ask Kathy. To his surprise, she gave the correct definition. Thereafter, the group turned to her for help with language and reading and she moved halfway into the group.

William, the shy one, never said much, but one day I found an error that the group had accepted. William said he had had it right but deferred to the majority. That offered an opportunity for a lecture on standing up for his own ideas. Thereafter he stood his ground and eventually lost all his timidity.

Bob, the clown, found his antics frowned upon by David and the girls, but they welcomed his help. His attention-getting antics lessened.

There should be no competition between groups, or between individuals within a group. Group unity depends on an acceptance of the varied competencies of each member of the group, but the teacher must see that intergroup rivalry does not develop. When tests are given, the children should look on them as checks on their progress to indicate weak spots needing further attention. This can be done by letting pupils correct their own papers, and report the results to the teacher for the school records. Children in groups do not cheat, and the teacher must show her faith in them.

Group work results in better adjustment, a happier atmosphere in the classroom, reduction of behavior problems, fewer tensions, and less withdrawn isolation. Not all of these results will transfer to other classes and other situations unless the group work is continued outside the classroom. Academic improvement comes gradually and cumulatively, but the chief result is the absence of the periods of little progress or even decline which always follow in the wake of emotional difficulties and maladjustments.

The two groups led by Jimmy and David made an average gain of 1.2 years in arithmetic on the achievement tests. The next year the groups were disbanded to see if the old difficulties would reappear. By this time I had replaced the individual desks with tables. The children sat together at the tables in informal groups of their own choosing. Kathy and Charles withdrew again. The average gain the second year was 0.8 of a year. The leaders, sitting together, put forth less effort and gained the least. Jane and Helen sat together and did not do as well as they had in the group with David. Kathy was more relaxed although withdrawn and made the greatest improvement. Bob and Charles gave no trouble in this class but became behavior problems in other classes. When I asked the class whether they preferred the original groups or the voluntary grouping of the second year, only Kathy preferred the latter, but now that she has caught up I think she will join in a group next year.

Naturally, I cannot claim that the group work alone was responsible for the good academic progress of this class. They might have outgrown their difficulties; or other uncontrolled factors may have been present. It was impossible to have a real "control" class, but the class next to this one was about the same size and general ability, so I used them for comparison. I did no group work with them except to let them sit at tables in groups of their own choice. None sat alone. The

class worked well and should have made good gains, but they did not do as well as the experimental class, gaining only 0.2 of a year the first year and 0.6 the second.

Successful group work requires that the members of the group must not be too far apart in age and ability, and that new members be introduced slowly.

A lower class with which I tried the group method had 2 members doing good work and 7 others far behind. The two formed the nucleus of a group and others were added as they caught up. This worked very well and the desire to "make" the group was a powerful motivating influence on the others. At the end of the year the group had six members working smoothly together.

Another class of boys was beginning to function when a whole class of girls was combined with it and progress ceased for both groups.

An older class consisting of children of widely varying abilities, leftovers from other classes that had been broken up, simply could not work together.

Age 12 to 16 seems to be best for group teaching. At this age peer influence is at its strongest. The group method might work with classes of somewhat younger children. Older students seem to prefer their mental hygiene in more direct form, such as is presented in Scott Foresman's textbooks on personal development and the Science Research Associates booklets. They like to study and discuss problems of mental health and social and moral development. They eagerly take part in sociodramas in which they learn ways of meeting and resolving common difficulties.

In conclusion, the only thing certain in group teaching is that there will be exceptions to every rule, so that the teacher who would try it must be prepared to cope with special situations in every group. But teaching this way is exciting and rewarding both to the pupils and to the teacher who is free from the need of constant goading and may even experience the joy of having a class pushing him ahead of them.

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## PANEL DISCUSSION

## GUIDANCE

(LLOYD AMBROSEN, principal, Minnesota school)

Guidance in the classroom for our deaf and hard-of-hearing pupils is a topic of great interest to me. I don't know of a more interesting nor more difficult topic for study and action. When I speak of the classroom teacher, I mean both the academic and vocational teacher.

It is my firm conviction that any outline or course of study on guidance and character training in the classroom, call it what you will, is of secondary importance to the kind of teacher the children have in the classroom. I know of a teacher that is kind, considerate, honest, intensely interested, and pleasant in all her dealings with children. As a result, without any kind of outline, this teacher gives to her children more guidance and proper attitudes than any other single person I know.

So, my thesis is this, the teacher must exemplify all the traits and ideas she is trying to impart to the children. If this is not true, then all the fine phrases and high-class vocabulary in an outline on guidance is lost.

I suppose the most essential point that should be restated is the fact that the boys and girls are real human beings with ability to cry, love, laugh, feel joy and sadness, and all the other basic emotions so important to living in our very complex society. Deaf children have the same emotional ups and downs that adults have, but for different reasons. Those reasons need to be appreciated and understood by adults. That is easier said than done, but every effort must be made to understand what makes up emotional life of the child. It can be done, because it is being done every day by many successful teachers.

The teacher plays the most important role in classroom guidance from the standpoint of influence. If she is honest with herself and the children, plays fair at all times, it will not take children long to know that here is a person they can depend on to show the correct way to good citizenship. The child doesn't naturally want to be a good citizen, but he likes to imitate. If the copy is good the resulting proof (the child) will be a pretty good facsimile.

Permit me one negative example. The teacher that jumps to conclusions in situations where bad behavior is suspected, puts herself out on the limb. Not allowing the pupil an explanation, but sending him to the principal, soon gives the teacher a reputation as being an old so-and-so. The average deaf child, with his limited language and vocabulary, is unable to accept such a situation and decides the teacher is completely out of sympathy with him. In reality the teacher is trying her best to maintain good order for the benefit of the child and the others in the classroom. I am not pleading for the "soft" teacher, but I am asking that the teacher be patient, understanding, and considerate for the express purpose of arriving at a better understanding of the child. The next time, then, the problem with the child will be solved quicker, and be more satisfying to everyone concerned, especially the principal.

Another facet of the role a teacher must play is her personal conduct. Her social conduct must be such that the children can

see that she practices what she preaches. Children have a way of finding out things about the private lives of teachers. It isn't that the children are looking for unfavorable actions, but simply because of the nature of our field of work and the intimate associations we have with our pupils. I would much rather have a teacher that had average grades in her collegiate work, but possessing all the good attributes of character and an intense interest in children, than one that received all the honors in college and a whole string of degrees if she were not the high type of person I like to see teaching deaf and hard-of-hearing children. Many times we have all seen what happens to a class with a poor reputation for discipline and academic achievement when it is suddenly confronted with a teacher that is genuinely interested in children. Their interest suddenly becomes alive with enthusiasm for learning, discipline problems almost disappear, and motivation becomes a minor problem.

In the final analysis then, the teacher must possess certain attributes before we can say what things she must do to give proper guidance in the classroom.

As to the actual contents of an outline in guidance in the classroom, I suppose one point of great interest and importance is that of realism. Somehow we must keep the point on realism as the first point in every subdivision in the outline. If we can teach our deaf children to be realistic, then we will have accomplished one of our most important tasks—facing up to things as they really are.

Dr. Helmer Myklebust, professor of audiology at Northwestern University, explains this point very well in a commencement address he gave at the Minnesota School for the Deaf in 1950. I would like to quote Dr. Myklebust on the subject of being realistic:

The next key to happiness that I want to talk with you about is what brave and wise men have called being "realistic." This means being strong so that we can stand life's troubles without becoming sad or quarrelsome, and having a "chip on your shoulder." It means that although the world is not easy and things are not just the way we would like them we do not become afraid to face it. Yes, even more than that, it means that we do not begin to make a world of our own that exists only in our minds. In our studies and in our work with deaf people we have found this to be a very important key. To state it in another way, perhaps there are more unhappy deaf people because they are not realistic than for any other reason. Let me give you an example. When I was working in a school for the deaf one of my responsibilities was to help the deaf boys and girls find the kind of work they wanted to do. One big, fine deaf boy always wanted to do something that would pay him a lot of money; that was the only part he thought about. We tried to make him understand that he had to do something that he knew how to do; something that he had learned well. Instead, he went out after graduation and said he could do work that he knew nothing about. He lost many jobs. But he did not become realistic. Instead he began to tell people that he was famous. You see when he could not accept the world the way it was, he began to make an unreal world just for himself. This is unfortunate. We cannot make the world to suit ourselves. We can do much to improve it, but it will never be perfect. We must be able "to bear our burdens gaily unafraid" as your class poem states. This is being realistic. We do not pretend that everything is perfect; we know that it is sometimes hard to be deaf but we know that there are many things worse than deafness; we know that everyone has troubles and we do what we can to help others with them. We know that we cannot all be famous, but we do know that we can be successful, honest, patient, and happy. We know that happiness comes from accepting many difficulties and not from pretending and trying to make ourselves believe what is not true.

Yes, being realistic is another important key to happiness. This is a key which is sometimes hard for you young deaf men and women to get. You see

when you do not hear it is harder to know just what the real world is like. Although your parents and teachers have done a great deal to help you learn what the real world is like, you perhaps still have many ideas about the world in which you live that are not true. This is one of your biggest problems. You must realize that being deaf does change many things and one of your responsibilities is to keep on learning and find out as much as possible about the people and happenings around you. Being realistic keeps us from many disappointments; it is an important key to happiness.

One final point I want to make is that we all know what a difficult concept religion is to the deaf child. Many times it is the teacher that must try to instill in the deaf child, within his vocabulary and language capacities, an understanding of religion and his responsibilities to his church and his God. I'm not asking that teachers be responsible for spreading the gospel, so to speak, but simply that they be ready and willing to give an assist. We want all our deaf pupils to have all the satisfactions that come from being real Christians.

#### PANEL DISCUSSION

(EDWARD REAY, principal, Washington school)

Mr. Dillon has very ably stated the need for educators to give more attention to the quality of citizens they produce. It is agreed that good, happy, self-sufficient citizens of sound character who are accepted, respected, and enjoyed in the communities in which they live are the kind of people we wish to produce.

Some of the means by which schools can produce such citizens were also very ably discussed in the paper we have just heard. Jane Brownlee in her book, "Character Building," says that character consists of little acts, well and honorably performed, daily life being the quarry from which we build it up and roughhew the habits which form it. This, in essence, is exactly what Mr. Dillon declared. Develop character and citizenship through guidance by means of daily student participation in every phase of school activity. Character building comes from the various effects of the common experiences of daily life.

Daily life experiences should be guided so as to develop a sense of responsibility, a desire to achieve, a pride of achievement, and a feeling for leadership. The greater the number of opportunities provided, the greater the number of students who will share the spotlight of responsibility as well as experiencing the feeling of being an important part of their school. These experiences should occur throughout the waking hours of the students. Dormitory life, dining-room situations, classroom experiences, and extracurricular activities should all be manipulated to provide situations for citizenship training of the desired caliber.

The classroom, under the expert supervision and guidance of the teacher, is the ideal place for the orientation of students to their daily life experiences. It is there that discussions can be held to explain the purposes, plans, and results of all activities. There is the place for children to do their questioning. There is the place for the students to express their knowledge of kindness, self-control, obedience, work, cleanliness of body and mind, truthfulness, responsibility, loyalty, and patriotism. The skillful teacher in the role of counselor can provoke questions and discussions of these important subjects to

the effect that the students themselves are helping to decide the kind of behavior they should practice.

Of course, a perpetual demonstration of respect for the individual child, his needs, and his abilities teaches each student that the interest thus shown in him is sincere. The combined efforts of parents, supervisors, and teachers in an active parent-teacher-supervisor association program for the children is evidence of a common desire of those about them to instill the pride of achieving the kind of citizenship which is discussed every day in the classroom. A program such as this is obvious proof that others are interested in their present and future welfare.

Student-operated organizations, under the advice of a faculty sponsor, provide situations in which all of the 10 suggestions of the National Congress of Parents and Teachers mentioned in Mr. Dillon's paper can be experienced. The Student Council, Christian Endeavor, Literary Society, Boys' Athletic Association, Girls' Athletic Association, Boy Scouts, Girl Scouts, and the student staff of the school annual are some extracurricular activities which lend themselves very well as excellent training grounds for good citizens.

Thank you, Mr. Ulmer, for your kind invitation to appear on this panel. I have enjoyed this experience with you, Mr. Dillon and the other members of the panel. For my part, the results of the experience will be a more stimulated program of citizenship training at the Washington school next year.

#### SECTION FOR ART

Section leader: Mrs. Grace Bilger, teacher, Kansas School.

Presiding: Mrs. Esther M. Deer, teacher, Washington School, and Mrs. Sylvia M. Capper, teacher, Washington School.

The art section meeting was held this year with a change in the format of the program. There were no prepared papers, but Mrs. Grace Bilger, section leader, who was unable to attend had forwarded a series of questions to stimulate discussion, based on the general theme of the convention, Developing Creative and Aesthetic Attitudes in Art. The discussion was conducted in most informal manner, since the meeting was attended, in the main, by those who were very interested in the presentation of art.

Following the discussion period, a selected group of film strips were shown. These were new to all present and were received with great enthusiasm. For the benefit of those unable to see these film strips we suggest the name of the series, "Elements of Art," A-26—A-33, Curriculum Films, Inc.

There was also a display of books on the teaching of art.

#### DEVELOPING CREATIVE AND AESTHETIC ATTITUDES IN ART

##### DISCUSSION QUESTIONS AND ANSWERS

1. Question. Should every child have art experiences at the high-school level?

Answer. No, I do not think so if they have had art all through the grades. Only those with art ability should take it in high school.

2. Question. What is the role of art in general education?

Answer. The role of art in general education is to fit the child to be a well-adjusted adult, able to get along with his fellow man and to appreciate and use the factors that he has learned about art and apply them to his everyday life.

3. Question. What is our responsibility toward developing needs we know the deaf child must have to be a responsible member of society?

Answer. I think our responsibility as art teachers is to develop in the deaf child an appreciation of the finer things of life and a desire to live in surroundings which are good and of which he can be proud.

4. Question. What is it that the art teacher can do in influencing behavior that other teachers cannot do?

Answer. Often the art teacher can appeal to the problem child through art, and cause him to have a desire to be better. I have never had a child who was good in art to be a behavior problem.

5. Question. How can we make art mean a way of thinking, feeling, doing, behaving—a way of living?

Answer. The child can learn that art does apply to his way of thinking, the things he does, and the way he lives. People are judged by what they do, the way they behave, and how they live. Art brings out the finest and best in each individual and helps him to enjoy life.

6. Question. Does the good achieved in contests outweigh the bad effects?

Answer. That depends upon the attitude toward the contest. If regular schoolwork is entered in contests and, win or lose, the child accepts it with good sportsmanship, I think that contests are worth while.

7. Question. How much school service (posters, party decorations, etc.) should be expected of art classes?

Answer. I think that art classes should contribute service for party decorations, posters, etc., but not to such an extent that it is the main art activity.

8. Question. How can we make the best use of American Art Week?

Answer. By calling attention to the art that is done in our school, as well as interesting our school and the community in fine art.

9. Question. How can an adult understanding of child art be promoted?

Answer. By constantly keeping child art before the adult and teaching the adult to enjoy the art of children as it is rather than by comparing it with the art of the older child or adult.

10. Question. Does an art teacher's personal appearance have any influence on selling our art program?

Answer. Definitely, yes. The way one dresses is just as important, if not more so than painting a good picture.

11. Question. What is the extent of the publicity art receives in your school?

Answer. Art has received considerable publicity in our school by being reported to the local papers when the children have received honors of any sort in competitions. Also, by an exhibit in the city library, and demonstrations before clubs. Seeing the children out sketching around town has also publicized our art program.

12. Question. How can an art exhibit which has been done by students at a school for the deaf be selected and prepared for the public?



Answer. We have folding screens on which matted work is placed and exhibited at the library, etc.

13. Question. How can a child uninterested in art be reached?

Answer. By allowing him to try out every available medium, and experimenting with it in his own way until he does find something that interests him.

14. Question. Whose work should be put up for display?

Answer. Every child should have his work put up at sometime—as it is discouraging if a child never receives recognition. I have found that children who do poor work seemed satisfied if their work is put up somewhere, even though it be in a very inconspicuous part of the room.

15. Question. Should the teacher continue letting the child do his best creative, though crude, work when parents think he should do better?

Answer. Yes, never resort to patterns. It is better to try to get the parents to understand child art.

16. Question. Is it ever permissible to copy from pictures?

Answer. Copying is never creating—the only time we ever use pictures is when we use them as a crutch, like a dictionary, to help draw some detail that could not be remembered.

17. Question. If a boy draws airplanes all the time, should he be made to stop it?

Answer. Do not make him stop, but try to lead him through his airplanes to draw other things. Also, often a child will draw airplanes constantly for several weeks, and if left alone will tire of that and start drawing something else that interests him.

18. Question. What can be done to help the child who says “I can’t”?

Answer. Try to get the “I can’t” child to draw very simple things or give him some other medium. There is always something he can do if the teacher will take the trouble to help him to find it.

19. Question. How can the child who always does poor work be recognized?

Answer. It only takes a bit of recognition. Sometimes to point at only one detail, which is passable, and smile is enough. The child senses it when the teacher really praises something which the child knows is not good.

20. Question. Can a teacher who does not know much art, teach art?

Answer. Yes, particularly to younger children. I would recommend the books *Growing With Art* by Ellsworth and Andrews as being very fine to help the untrained teacher. Also, the filmstrips by Miss Ellsworth.

21. Question. How can art become a part of all school work?

Answer. By applying the art of orderliness to all papers prepared in other classes, by the arrangement of furniture in the classroom, and by the little touches that makes one classroom bright and interesting and another dull and drab.

22. Question. How much planning should be done for the art class?

Answer. All art classes need to be planned but in a flexible way so that a planned period can be changed to take advantage of some new experience which would be interesting subject matter today but dull if put off until next week.

23. Question. What art books are available that will help the teacher?

Answer. I am listing many that I have found helpful at all age levels.

24. Question. Should children choose their own colors or be taught good color schemes?

Answer. It is surprising that most children seem to combine the right colors. However, some children do need suggestions from the teacher and can be taught to observe pleasing color combinations in the furnishings of their rooms, in the fabrics that they wear, in advertising, and so forth.

25. Question. Is it all right to use Halloween and other holidays for inspiration?

Answer. Yes, children love the holidays and related art activities. However, try to get them to create new ideas rather than repeat the same old symbols of a holiday.

26. Question. What makes an enthusiastic, interested, hard-working art class?

Answer. Making art truly a time of self-expression and the creating of something new and different.

27. Question. How can the art teacher most adequately provide growth experiences for the mentally retarded deaf child?

Answer. By allowing the retarded child to experience all the various mediums he often finds something he can do. The retarded child has no more interest in patterns than his brighter classmates. He gets just as much joy out of creating as the bright child, even though the results are more crude.

28. Question. Can mentally retarded deaf children express themselves through art and crafts?

Answer. Yes; in fact I've had retarded children draw pictures of things that they could not tell about in any other way. They often excel in crafts, especially where repetition would bore a brighter child.

29. Question. Should the teacher ever draw an outline for a child to fill in?

Answer. No; it is better for him to draw it himself although almost beyond recognition.

30. Question. Is there value in telling children to "just draw whatever you want to today"?

Answer. Yes; don't we all love those periods when we love to do what we want to? So it is with the child in his art. In all his other school subjects he more or less has to do what is expected of him, so I think art gives him that chance to do what he wants to. Think, if you were a child, and had witnessed the fire truck put out a fire in a house across the street and you were bubbling to paint a picture about it and the teacher would say that you must draw a picture of a ball in a box. I think these free periods are even of more value to the deaf child for often he can tell the story of an exciting event in a picture when his language would not be adequate for expressing himself. There are other times when the child needs stimulation from the teacher or an assignment is necessary. But many of our art periods are devoted to doing what we want to do.

31. Question. What other art experiences should the child have in addition to drawing and painting?

Answer. He should also have clay or plasticine, cutting, folding and pasting of paper, using chalk in various ways, outdoor sketching, making party decorations and costumes, and scenery for programs. In fact, he should have everything you can possibly provide for him.

32. Question. How can we help ourselves and other adults to appreciate and understand the natural art expressions of the young child?

Answer. By first observing that all young children go through various stages of learning to draw. This is so well explained in the book *Art Education in the Kindergarten* by Charles and Margaret Gaitskell.

33. Question. Should little children be shown the work of older children?

Answer. Yes; occasionally it is all right.

34. Question. Do you think that every school for the deaf should have art? Why?

Answer. Yes; because practically every school for hearing children has music, at least as an aesthetic outlet for their students. Since deaf children do not get a great deal out of music, they should have art for the same reason.

35. Question. Can art in any way help develop language in the deaf child?

Answer. Yes it can. The child who can tell a story in his picture is often anxious to tell it in language, too. They love to paint pictures of mother or father or home, and then tell you what it is. I also find that deaf children often learn a new word in the classroom and will come to the art room, make a picture and write the new word or words right on the painting.

36. Question. Does the deaf child, due to his handicap, do better artwork than his hearing brother?

Answer. No; I do not think so, although I often hear this said. I do not think that a child who is doing fine artwork would, upon gaining his hearing, show less ability. I think that deaf children do about the same quality of artwork as hearing children of the same age.

37. Question. What part do general surroundings play in teaching art?

Answer. Everyone knows that the more experiences that a child has, the more he has to say in art. General surroundings influence the child's art to a great extent. He is always interested in what is going on around him and not what is going on in some unknown land.

38. Question. What good is discussion of work after it is finished?

Answer. Children are each other's best critics—children will often profit by praise or criticism from their classmates.

39. Question. Should the deaf child, who has exceptional ability in art, be encouraged to go on to an art school after graduating from our schools?

Answer. Yes. We have a boy, James Harrell, who graduated this year from the Kansas City Art Institute and has employment as a commercial artist.

40. Question. Are we teachers trying to make artists or consumers of art?

Answer. Consumers of art. And those who can enjoy and appreciate art. We are not aiming to make professional artists any more

than hearing schools are aiming to make professional musicians out of the boys and girls who take music.

41. Question. Does the general public expect more from the art student than from the music student?

Answer. Yes; I think so—as too often they expect the art student to turn out a picture that looks professional but they do not expect the music student to perform like a concert artist.

42. Question. Why is it important for the deaf child to have creative and aesthetic experiences in art?

Answer. It is very important for the deaf child to have creative and aesthetic experiences in art because it helps him to be better adjusted to the world in which he lives.

#### RECOMMENDED BOOKS (TITLE, AUTHOR, AND PUBLISHER)

- Ways With Water Color, Ted Kautzky, Runhold Publishers, New York.  
 How To Draw, Victor Perard, Pittman Publishers, New York.  
 Oil Painting for the Beginner, Frederic Taubes, Watson Guptill, New York.  
 Portraits in the Making, Walker, Short & O'Hara, G. P. Putman's & Sons, New York.  
 Water Color Painting, Adolph Dehn, American Studio Books.  
 Water Color Painting for the Beginner, Jacob-Getler-Smith, Watson Guptill, New York.  
 Water Color Technique in Fifteen Lessons, Rex Brandt, by Brandt-Dike Summer School, 405 Goldenrod Avenue, Corona Del Mar, Calif.  
 Anatomy and Drawing (advanced), Victor Perard, Favor, Ruhl & Co., Chicago and New York.  
 Pictures Painters and You (appreciation), Ray Bethers, Pittman Publishing Corp., New York.  
 Use of Native Craft Materials, Margaret E. Shanklin, Manual Arts Press, Peoria, Ill.  
 How To Make Pottery and Ceramic Sculpture, Duncan and V. D'Amico and Museum of Modern Art; distributed by Simon & Schuster, New York.  
 Design Approach to Crafts, Harrel Knapp, Prang Co., publishers, Sandusky, Ohio.  
 Flower Arrangements, Matilda Rogers, Woman's Press, New York.  
 Ceramic Arts, Johnson and Newkirk, McMillan Co., New York.  
 On Drawing and Painting Trees, Adrian Hill, Pitman, publisher, New York and Chicago.  
 Screen Process Methods of Reproduction, Bert Zahn, Frederick T. Drake & Co., Wilmette, Ill.  
 Everyday Art (free to teachers), American Crayon Co., Sandusky, Ohio.  
 The Related Arts Service (free to teachers), 511 Fifth Avenue, New York 17, N. Y.  
 Junior Arts and Activities (magazine), Jones Publishing Co., 542 North Dearborn Parkway, Chicago.  
 Perspective Made Easy, Ernest Norling, McMillan Co., New York.  
 Freehand Drawing Self Taught, A. Guptill, Harper & Bros., New York.  
 Art for Young America (appreciation), Nichols-Trillig-Lee-Stephen, Manual Arts Press, Peoria.  
 New Art Education (series), Ruffine, Knapp, American Crayon Co., New York.  
 Growing With Art (series), Ellsworth, Andrews, Ben H. Sandborn, Chicago.  
 Handbook of Designs, de Lemos, Educational Materials, Inc., 46 East 11th Street, New York.  
 Creative Teaching in Art, Victor D'Amico, International Textbook Co., Scranton, Pa.  
 Art Education in the Kindergarten, Gaitskill, Charles A. Bennett Co., Peoria, Ill.  
 Cartooning, Higgins Ink Co., Brooklyn, N. Y.  
 Planning and Producing Posters, Davis Press, Worcester, Mass.  
 Making a Poster, Austin Cooper, Studio Publishers, New York.  
 Color in Sketching and Rendering, Guptill, Reinhold Publishing Corp., 330 West 42d, New York.

## SECTION FOR HEALTH AND PHYSICAL EDUCATION

Section leader: Mr. Allen Hayek, teacher, Oregon school.

Paper: Six-Man Football for Small Schools and for Intramural Programs in Large Schools, Dr. Stephen E. Epler, director, day program, Portland State Extension Center, Portland.

Discussion.

Paper: Fundamentals of Line Play, Elliott Igleheart, teacher, Oregon school.

Discussion.

### SIX-MAN FOOTBALL FOR SMALL SCHOOLS AND FOR INTRAMURAL PROGRAMS IN LARGE SCHOOLS

(Dr. STEPHEN E. EPLER, director, day program, Portland State Extension Center)

Six-man football has been widely used in schools for the deaf. The game was originally intended for the secondary school with a limited enrollment. Most of the 200 plus schools for the deaf in the Nation have enrollments in the secondary level of less than 100 boys. Six-man football also requires little or no oral communication among the players; visual signals and signs are adequate. Lack of hearing is of little or no handicap for the six-man football player. Even a more important factor in the possibilities of 6-man football for deaf boys is the appeal of the game of football whether 6-man or 11-man among American boys.

#### ATHLETICS SHOULD BE EDUCATIONALLY SOUND

The following 8 principles should be considered by administrators and coaches in organizing and administering the athletic program of which 6-man football may be a part.

1. The interest of the boys should be considered.

Football is part of our American culture. Boys develop an interest at an early age and look forward to the time when they can become players and stars.

2. The game should be adapted to local needs.

Six-man football was developed as an effort to adapt the game of football to schools with low enrollments. Deaf schools may make additional adaptations such as using the huddle for signals to meet their own local needs.

3. The game should be enjoyed by all players.

The increased ball handling and scoring of 6-man are features that add to the enjoyment of the players.

4. Athletics should be as safe as possible.

Football and other contact sports will produce some injuries; however, they should be minimized. The excessive hard exteriors of some of the helmets, shoulder pads, and other equipment used in football are unnecessary hazards. Coaches should select equipment used in football that is safe both for the wearer and the other participants. Physical examinations should be required before any boy engages in a strenuous sport such as football.

5. Equal competition should be provided.

In a large school this can be done by forming several leagues on the basis of the varying strength and weights of the players. In a school with a small enrollment this is often impossible because there are not enough boys in a given classification to form the required number of teams. Sometimes it is possible to provide such competition



by scheduling a game with a similar group and other nearby schools. In other words, have interscholastic competition for the third and fourth teams as well as the varsity.

6. Opportunity to participate should be extended to all who are able and want to play.

This can often be done through gym classes and providing participation limited to the elements of the game such as kicking and passing that are within the ability of the players.

7. Good supervision and coaching should be provided.

Too often all the coaching is given to the varsity team. Consideration should be given to others as well.

8. The athletic program should be educationally sound.

It should be a part of a balanced educational program. Extreme emphasis on winning should not obscure the values of the game. Schools using six-man football are urged to give careful consideration to this and the other principles listed above.

#### WHAT IS SIX-MAN FOOTBALL?

The game is best defined as regular football played with six players on a team. The basic elements of tackling, blocking, passing, kicking the ball, and running with the ball are found in both games. Modifications may be made if a less rugged game is desired. Touch, six-man football eliminates the tackling and requires that blocking be restricted. This makes possible the participation of younger boys without the usual protective equipment required in the tackle form.

The basic differences between 11-man and 6-man include the following:

1. Smaller field—6-man field is 80 yards from goal to goal and 40 yards in width. This makes the field 60 feet shorter and 40 feet narrower than the 11-man field.

2. Goalposts are wider and the crossbar is 1 foot lower than the 11-man game.

3. The 6-man game eliminates the 4 tackles and guards and 1 half-back, leaving a 3-man line and 3-man backfield.

4. The 6-man team is required to make 15 yards instead of 10 in 4 downs.

5. Six-man football gives 4 points for a field goal instead of 3, and 2 points if the try after touchdown is made by a kick. If the try is made by a running play or forward pass, only 1 point is given.

Six-man football is probably a safer game than the 11-man game. It also seems to be more fun for the players because the less attractive guard and tackle positions are eliminated. Boys also enjoy the increased ball handling and passing. A clear pass rule increases the ball handling. This rule requires that on all running plays the back receiving the ball from center must pass it to another player to make the running play legal.

#### ORIGIN OF THE GAME

The first 6-man football game was played in Hebron, Nebr., in 1934. The town of Hebron was recently in the news when a tornado hit the town and destroyed the business section. The experimental game was played by 2 teams made up of boys from 4 small high schools: Chester, Hardy, Belvidere, and Alexandria. A practice ses-

sion was held several days before the first game. Hebron College loaned the equipment to the players, most of whom had never worn a football suit before. The coaches had to help each boy put on his uniform and explain which was the front and back of the hip pads, shoulder pads, and helmets.

The first game was a success with over 1,000 people coming to see it. One fan wanted his 25-cent admission charge back after the game was over. He had been expecting something considerably different. He was disgruntled because, as he said, "It looked just like regular football."

The enthusiasm of small schools for the game is indicated by its rapid spread. In 1935, 141 high schools reported as using the game. By 1938 this had increased to over 1,000 and in 1941 to over 2,000. It is estimated that today 1 high school out of every 4 high schools plays 6-man football. Six-man is also widely used as a recreational or intramural sport by groups, playgrounds, schools, and colleges. Probably more than 100,000 boys annually participate in 6-man football.

#### COACHING SUGGESTIONS

The fundamentals of tackling, blocking, passing, and ball handling, if anything, are more important in the six-man game. If a boy misses a tackle in 6-man, it is much more apt to result in a touchdown, because only 5 instead of 10 other players are available to stop the runner. Blocking, likewise, is more important. A successful block against a defensive player removes one-sixth of the opposition instead of one-eleventh. Coaches cannot overemphasize the importance of these fundamentals.

It is important in 6-man that all players be able to handle the ball both in passing and catching. All players are eligible for forward passes. Backward passes are much more common.

There is less punting in the 6-man game. Kicking on try for points is more important because a successful kick is awarded 2 points instead of 1. Dropkicking is preferred because it can be executed by 1 player while placekicking requires 2. Many excellent dropkickers have been developed in 6-man football.

#### PLAYS FOR THE OFFENSE

The T-formation is one of six-man's most popular. It was used in the original game in 1934. The line is usually balanced but may be unbalanced. The one back may be in motion if desired.

#### DEFENSE IN SIX-MAN FOOTBALL

The most common defense in six-man is probably 3-2-1. A strong defense against running plays is the 4-2. A strong one against passes is the 2-3-1. Coaches should consult books and magazines including the Six-Man Football magazine for more complete coaching information.

#### SUMMARY

Six-man football is a game. Its purpose, like other athletic sports, is to provide healthful recreation and enjoyment to the players. The interest of the spectators should be secondary. Another im-

portant contribution of athletics is the contribution to school spirit and other activities. The cheering sections, bands, homecomings, and other school activities centering around athletics are worthwhile. The use of the game as an intramural and recreational sport for the participation of all that wish to play and are physically able to do so is important. Too often schools concentrate too much on the varsity team and neglect to provide the opportunity for boys of less ability to participate. A sound athletic program should be balanced so that neither the intramural nor the variety phase is neglected. The welfare of the boys should always be placed first.

### FUNDAMENTALS OF LINE PLAY

(ELLIOTT IGLEHEART, teacher, Oregon school)

- I. The importance of conditioning and daily calisthenics:
  - A. General significance
  - B. Emphasis on shortening and quickening of certain muscles without binding them by overemphasis
  - C. Demonstration and explanation of types of calisthenics:
    1. Situps; pushups; pullups
    2. Knee bends; extension T-square; duck walk
    3. Four-point drive; standing drive
    4. Bridge; belly rocker; knee rocker
    5. Squat thrust pushup; grass drill
- II. Stance and blocking surface:
  - A. Factors for foot spacing, all governed by balance:
    1. Comfort
    2. Forward takeoff
    3. Right and left pullout
    4. Back step for passing and kicking
  - B. Tail position at neck level to save motion and, consequently, time
  - C. Consistent body position to avoid tipoffs
  - D. Factors of blocking surface:
    1. Head
    2. Neck and shoulder
    3. Arm with flipper
    4. Forward leg on contact side
- III. Quick starts and agility:
  - A. Added significance to the deaf
  - B. Demonstration and explanation of quick start drills:
    1. Forward sprints on snap of the ball
    2. Right and left pullouts on snap of the ball
    3. Lunge on snap of the ball, recover, and sprint
    4. Resisted starts against two-man sled on snap of the ball
  - C. Demonstration and explanation of agility drills:
    1. Ring around the roses
    2. Four-point sprints
    3. Rapid-fire alternate right- and left-shoulder contact against dummies; forward leg on contact side
    4. Contact near point of pullout pivot (simulated backer)

## IV. Leg power and contact technique:

- A. Sled and dummy work for leg drive
- B. Drills for sustaining drive and regaining feet
- C. Explanation and demonstration of contact drills:

## 1. One on one:

- (a) Checking and driving
- (b) Steering, slicing, trapping

## 2. Two on one:

- (a) Offensive double teaming, posting, and driving right or left
- (b) Defensive forward check; slanting split; leg feeding

## 3. Three on one:

- (a) Offensive double teaming; checking; pulling; trapping
- (b) Defensive pivot and recovery

## 4. Blocking circles:

- (a) Knockout
- (b) Mixed numbers

## V. Similarities of shoulder blocking and head-on tackling

- A. Use of blocking surfaces
- B. Importance of the forward leg and sustained drive
- C. Exception of the arm lock
- D. Drills other than dummies:

## 1. Pairing off for form

## 2. Tackling circles

- (a) Knockout
- (b) Mixed numbers

## 3. Running through

## VI. Group defensive tactics, unorthodox:

- A. Slicing
- B. Looping
- C. Sliding

## GENERAL SESSION, TUESDAY MORNING, JUNE 30, 1953

## SCHOOL GYMNASIUM

## READING

Presiding: Mrs. Evelyn Stahlem, principal, Mary E. Bennett School, Los Angeles, Calif.

Paper: Possibilities for Parent Participation in a Reading Program, Mrs. Elizabeth Gesner, sixth grade teacher, Mary E. Bennett School.

Demonstration: Methods of Teaching Vocabulary, Mrs. Ina Smith, supervising teacher, Oregon School for the Deaf, Salem, Oreg.

Paper: Language Vacuum as Cues for Reading Difficulties, Mrs. Irene Wasell, third grade teacher, Mary E. Bennett School, Los Angeles, Calif.

Paper: Appraisals of Reading Achievement at the Secondary Level, Mrs. Nell Driggs Reed, coordinator of the deaf, secondary level, Los Angeles city schools.

Demonstration: The Use of Poetry in a Reading Program, Mrs. Elsie Gilligan, Washington State School for the Deaf, Vancouver, Wash.

Question period.

Announcements.

Address: Toward a New Understanding of the Deaf Child Through Public Relations, Dr. Clarence D. O'Connor, president, Volta Speech Association for the Deaf, Washington, D. C.

Paper: Gallaudet College Reports, Dr. Leonard M. Elstad, president, Gallaudet College, Washington, D. C.

## TUESDAY AFTERNOON

## RESEARCH

Presiding: Dr. Helmer J. Myklebust, professor of audiology, Northwestern University, Evanston, Ill.

Paper: Research at the Illinois School, Lloyd Graunke, assistant superintendent, Illinois School for the Deaf.

Address: The Use of Achievement Tests, Marshall Hester, superintendent, New Mexico School for the Deaf.

Paper: The Administrator and Research in Schools for the Deaf, Dr. Irving S. Fusfeld, dean, Gallaudet College, Washington, D. C. (insertion).

Paper: A Project in the Use of Hearing Aids, Dr. Clarence O'Connor, superintendent, Lexington School, Lexington, New York City.

Address: The Effect of Deafness on Behavior and Adjustment, Helmer R. Myklebust, professor of audiology, Northwestern University, Evanston, Ill.

## TUESDAY EVENING

Presiding: Dr. Daniel T. Cloud, superintendent, the New York School for the Deaf, White Plains, N. Y.

Address: The Conservation of Hearing Program of the State of Washington, Waring J. Fitch, director of the Washington State Conservation of Hearing Program.

## Announcements.

Address: Travel Impressions, Joseph Demeza, superintendent, the Ontario School for the Deaf, Belleville, Ontario, Canada.

Address: Educational Services in the State of Washington for Handicapped Children, Dr. Ross Hamilton, director, Education for Handicapped Children, Washington State Department of Public Instruction.

## PROCEEDINGS OF TUESDAY MORNING SESSION

(Mrs. Evelyn Stahlem, principal, Mary E. Bennett School, Los Angeles, Calif., presiding.)

Mrs. STAHELM. Good morning, ladies and gentlemen. This morning our program is devoted to the very important subject of reading. You will note that educators of the deaf from the Los Angeles city school system have the responsibility for a major part of this program. Because of its size and location, Los Angeles may well be called one of the melting pots of the world. Children come to us from many different language backgrounds, from many different types of schools or from no school at all.

Our school problems are representative of educational problems from all over, and it seems to us that a mutual problem is the common denominator that levels all types of schools. Education is a long-term project. It is a responsibility best shared by both the home and the school.

Mrs. Elizabeth Thompson Gesner, one of the sixth-grade teachers at Mary E. Bennett School for the Deaf at Los Angeles, leader of our parent study group for deaf parents, and teacher-adviser of our parent study group for hearing parents of deaf children, will speak to us on the possibilities of parent participation in a reading program. Mrs. Gesner.

## POSSIBILITIES FOR PARENT PARTICIPATION IN A READING PROGRAM

(Mrs. ELIZABETH GESNER, sixth-grade teacher, Mary E. Bennett School, Los Angeles, Calif.)

Mrs. GESNER. Gilbert Hyatt in his book, *The Art of Teaching*, says that teaching is not confined to professional teachers—that a great deal of teaching is done out of school; that each of us in private or public life, whether aware of it or not, learns or teaches incessantly.



Of parents he says: "Some of the most important things in life are taught to children by their mothers and fathers." All through infancy, in school as well as after school, parents have much to do with the way a child's mind is being developed, his character formed. Hyatt goes on to say that parents teach their children whether they want to or not: "Beat them, coddle them, ignore them, force-feed them, shun them or worry about them, love them or hate them, parents are still teaching them something all the time." These statements attach unsuspected importance to the business of everyday living; make us understand that the life of a child is complex; that there is much need for planning and understanding.

In a psychology class which I recently attended, a member said rather impatiently to the instructor, "You psychologists take up too much time talking about things that are only commonsense." The instructor replied, "The trouble with commonsense is this—it is very uncommon." He went on to explain that to put commonsense into practice, one needs much background experience—and deep understanding. Real thinking must take place. Suffering, faith and prayer are often involved. Today, I am sure, I cannot avoid saying much that will seem obvious to trained teachers. However, no matter how commonplace these things are to us, successive groups of parents find them new \* \* \* and sometimes very baffling.

Since Emmett Betts' book, *Foundations of Reading Instruction*, lists reading as only 1 stage in 6 phases of language development, it seems unnecessary to apologize for not staying with the subject of reading per se. Teachers know that this means background experiences, readiness, general language development, communication of ideas by several different uses of language. Many parents, however, do not yet realize that reading is no longer regarded as a formal, restricted subject; that what a child does, sees, and feels has a greater influence on his learning than any formal teaching.

As pupils come to us, grow, finally leave us, and even later, we have many opportunities to notice shifts in parent attitudes and feelings:

During a child's beginning schooldays many parents are deeply concerned primarily with speech and lipreading. These parents eagerly follow teacher suggestions for promoting the two skills; teachers must often caution them to slow down. Parents tend to overemphasize the communication skill of speech. Emotional factors are involved because it is in this particular area that the deaf child is most obviously different from the hearing child; it is in this area that the public readily detects differences. At the nursery school level, and even earlier, parents find all sorts of help. After the child leaves the nursery school, parents begin to relax; fewer and fewer of them come to school. They appear to feel that the school can provide all the help the child needs. We appreciate their confidence, but we continue to need their help. I believe that it is among the 7 to 13 age levels that we, as educators, have unintentionally failed not only parents but pupils. Teachers invite parents to come to school; help those who come as best they can. Qualified or not, teachers find themselves doing a certain amount of parent counseling along with offering help for the special academic needs of the child. But there is no well-organized program that is equivalent to the vast amount of material that research specialists have provided for teachers and parents of preschool children. Yet, surely, help at

this stage is as important as it was earlier. The theme of this convention is toward a new understanding for the deaf child. We need to move in many directions; I hope that you feel that parent education for 7 to 13 age children should be one of them.

As children grow older, parents learn that not every child is successful in the same way. Much unhappiness is caused if parents are not prepared to understand that every child will be successful in some way, but that not all children are successful in the same way. We do not have adequate followup programs beyond the nursery-school level. Parents are confused by the differences of opinion within our profession. In the February 1953 issue of the *Journal of Exceptional Children*, Harley Z. Wooden says that they are "Honest differences of opinion," but adds that they preclude a united attack on the problem. And further on he says, "Only long intensive research by an open-minded profession will reveal the true facts. Whether such research will unite us under new and better methods for teaching language or only enlighten us concerning the unsatisfactory options available to us, time alone can tell."

Meanwhile, we must do the best we can to help parents. Perhaps we should do more earlier to make them understand their role in helping develop vocabulary. It takes years for some parents to understand exactly what a teacher means when she says speech is more than a matter of learning to control the organs of articulation. A deaf child often hinders his parents from getting this understanding; he may do many things that lead the parents to believe that his vocabulary is larger than it is. He is usually eager to please, very alert, adept in appearing to understand. He learns early to do many things which he can imitate. I sometimes wonder if it is nature's way of helping him protect himself from coping with the staggering world of words for which he is not yet ready. Is he mindreading part of the time rather than lipreading? We know that as pupils grow older, they often seem to follow spoken directions very well, but fail when they are written.

At the high-school level, hearing-handicapped pupils are often disqualified from doing acceptable work because of serious vocabulary gaps. For example, high-school teachers tell us that in cooking classes some pupils do not know names of common foods or cooking utensils; in life-science classes they do not know the names of the parts of the body, or common body functions. Wooden's article also states:

She (the teacher) must comprehend the impact of deafness on him (the pupil) and be able to interpret it to his home and his community. Understanding parents and enlightened neighbors are quite as essential as skillful teachers.

My role in the parent study group at Mary E. Bennett School is that of teacher-adviser. There is also a parent chairman. The members are parents from our nursery classes through the sixth grade—a large order. Some of the parents have been introduced to their strange new world, others have had no background at all. We are cognizant of emotional needs. We know that before a parent can help a child, he must make the child feel secure.

The subject of parent education is so broad that I do not even hope to tell all that we have tried to do. The parents have wanted, in particular, to learn about the special procedures which we must follow throughout the school.

They have met two mornings a month this past year. Next year they have asked for one morning meeting a week and evening meetings.

We also have a study group for deaf parents of the hearing-handicapped children in our school. Two of these parents have been asked to serve on the board of the Parents' Guild. Some of our hearing parents have said, "These deaf parents help us more than we can help them." This pleases us very much. We find that the hearing-handicapped children of our deaf parents are well adjusted; that these parents have demonstrated that deaf adults can become happy, self-sustaining, and highly respected people in their communities. I do not believe that having deaf parents has made me understand all the problems of the deaf, but it has given me empathy. Judging from comments made to me by hearing parents and many pupils, "fear" of deafness—conscious or deeply hidden—causes much tension. Many deaf and hard-of-hearing pupils are more concerned about how their parents accept deafness than people realize. This remark taken from the letter of a deaf high-school student to his father reveals much. "If I can go to college, will you be light-hearted, and forget the deaf that I was?"

I should like to mention an area in which parents of hard-of-hearing children need to be particularly alert: that is, to the pronunciations and word substitutions of their child. These show up surprisingly when hard-of-hearing children express themselves in written language. For example, writing about "twice few people at the candlelight service" revealed that a hard-of-hearing boy, who had given a good oral account of the service, had never used the word "quite" quite correctly. Teaching him to substitute "quite a few" was both a matter of unlearning and learning.

During his entire life almost everyone who has had a serious hearing loss since early childhood will have language difficulties. This is because he lacks the 2,000 or 3,000 words that the hearing child has learned before he entered the first grade. These words are the foundation words of language. All future learning is based on them. Betts says that by the age of 6 a hearing child uses simple, compound and complex sentences; that he is no amateur in the control of language. Understanding this helps parents realize that much parent help is needed after the hearing-handicapped child has left the primary grades, and that this means when he is 7 to 13 years of age—and even older. We urge that parents speak to their children in complete sentences, and that they help them frame good sentences. Also that they help children learn to ask questions as well as answer them.

A teacher's edition of the children's newspaper, the *Weekly Reader*, states that only 13 percent of a child's time is spent in school. Learning this fact has helped parents of our study group understand some of the astonishing gaps in the vocabulary of many deaf pupils. It has also opened up many other challenges for the use that parents make of the hours that a child is not in school.

The age range of the children which the present study group covers is so great that parents must discuss their own child with his own teacher. Explanations of school procedures have been very general. The following letter written by the parent chairman of our study group to the parents of all children will speak for itself:

DEAR PARENTS: Those of you who have been able to attend the meetings of the study group are familiar with this sample copy of printscript (sometimes known

as manuscript writing). We have learned in this class, under the able direction of Mrs. Beth Gesner, the importance of knowing how to print.

There are many different ways to print, but this particular type is the method taught at Mary E. Bennett and its branches, as well as in all the Los Angeles city schools. It would be so much easier for your child if you would use the same method at home. When parents teach their children something entirely different at home, the child may become confused, or he may lose confidence in his parents or his teacher.

Our children begin using cursive or (regular) writing at the B-3 grade level, but there are still many times when they will be required to print. For example: Labeling maps, addressing packages, filling out applications and questionnaires, to mention just a few. Anything a deaf child can do well is a definite asset to himself, as well as to the reputation of all deaf people.

We wish to share this sample with all of you. Keep it for reference and make an effort to learn it. Remember to group letters within a word closely and to leave a space between words; also, be careful not to mix the letter forms, such as in "HeLEn." In the first grade there is no confining by lines of any kind, but children may use folded paper.

We extend to you an invitation to attend our classes on the second and fourth Wednesdays of each month at 10 a. m.

Sincerely,

THE STUDY GROUP,  
MAY RENE GOUL, *Chairman.*

Another study project was getting acquainted with the Thorndike Junior Dictionary. This has helped parents assist their children with pronunciation. We have also spent time discussing multiple meanings of words. It has been amazing to learn that "run" has 28 meanings plus these special meanings: In the long run, run down, run out, run out of, run through. Understanding that a child can only interpret the meaning of a word by the experience he has had with it, has led parents to see how many problems their children meet in spoken or written language. We have been particularly interested in the 220 Dolch Sight Words for several years. Mr. Dolch has given us permission to make use of them as we wish. We were at first interested because Dolch stated that they make up 50 to 75 percent of all reading at any level. We became interested still further upon learning that many of them have different functions. Thorndike gives the word "as" 14 definitions. It is used as a conjunction, preposition, adverb, or pronoun. The parents have not been put in an analytical situation, just told that these words are often unstressed when spoken, therefore, difficult to lipread. We have suggested that some of the language work done at home include written work; that parents note when a child omits or misuses any of the 220 words; that they make corrections as casually as they are done for a small hearing child when he is going through the trial and error stage of language development. Many of our parents have blackboards in their homes, and they also use magic slates or paper savers. This is an excellent way for parents to help their children acquire better language expression and reading ability.

The requests of many Mary E. Bennett School parents for more information about parent education indicate that we are fast moving into a new area for developing a brighter future for our pupils—especially at the 7- to 13-age levels. Our program for helping our parents is growing. We have always held open house and had programs for entertainment. For the past 2 years parents have been invited to a back-to-school-night so that each parent could sit in his child's seat in his child's classroom, and meet his child's teacher. A public relations committee offers suggestions for improving teacher-pupil

parent relationships in concrete ways—such as interpreting report cards. One of our teachers is basing her work for her masters degree on the results of a questionnaire in which parents have been given an opportunity to answer questions and to make comments. In addition to belonging to our pupils, we now know that the school must also belong to their parents. We also know that as teachers and parents we have a mutual responsibility toward our pupils; we must turn to them rather than expect them always to turn to us; it is thus that we will learn the secrets of know-how. It takes patience to teach the deaf, but it takes more patience to be deaf. [Applause.]

Mrs. STAHELM. Thank you very much, Mrs. Gesner. Mrs. Ina Smith, supervising teacher of the Oregon School for the Deaf, Salem, Oreg., and several of her pupils will now give a demonstration on methods of teaching vocabulary. Mrs. Smith.

Mrs. SMITH. This demonstration is sort of a cooperative one, as Mrs. Margaret Sinclair who teaches reading in our intermediate and advanced departments, made the charts for us, and we will show some of the techniques that she has used in teaching vocabulary to our fourth grade the past year.

Vocabulary building is a four-step process—word perception, comprehension, reaction, and integration. And using visual clues is essential in word analysis.

Word perception involves identifying the printed symbol and calling up or identifying the meaning that the author had in mind when he wrote the word.

As we read, we reject some meanings and select others that fit in with the total context. We associate everything we know that provides a clue to the ideas the author has expressed in order to gain a full comprehension of the passage.

As the author's meaning becomes clear, we react in various ways to the ideas. The vividness and validity of our reactions depend upon our own personal experiences.

As these ideas are accepted or rejected, they become a part of our vicarious experiences. By integrating the experiences we secure through reading with our own past experiences, we gain insights into human relationships, acquire new interests and attitudes, and develop proved patterns of behavior.

Context clues, structural analysis, phonetic analysis, and the use of the dictionary are four aids used in perception of a new word. These aids will be demonstrated here this morning.

Demonstration of word attack skills will be shown first. These are needed especially when the child makes rapid progress in reading, as he often encounters new words when the teacher is not at hand to tell him what they are. Therefore, he must be able to attack them alone.

We shall use charts with structural analysis of words showing synonyms, homonyms, antonyms, suffixes, and prefixes. We feel that looking for "little words in big words" is of little or no use and differs from structural analysis. But, when children are taught to look for a root word, they are taught to search for a meaning unit, and if they have a knowledge of syllables they establish habits of looking for pronunciation units. They also learn that prefixes and suffixes have a meaning of their own.

And now we will turn to our chart and show you some of our techniques.



(Demonstration: Pupils from the Oregon School for the Deaf; Mrs. Ina Smith, teacher.) [Applause.]

Mrs. STAHEM. Mrs. Smith, thank you very much. I'm going to eliminate this next question period and go right into the second half of our papers and demonstrations. Mrs. Wasell and Mrs. Reed, will you come on the stage please?

Our present reading program is the result of a 136-year experiment in American schools for the deaf. Has this experiment proved successful? I believe that I am right in saying that our profession is agreed that on the whole our deaf children are not competent and efficient readers nor are they avid or eager readers. Why does this situation prevail?

Mrs. Irene Tenney Wasell, one of the third-grade teachers at Mary E. Bennett School for the Deaf, Los Angeles, believes that she may have a partial answer to that problem in her paper on Language Vacuum as Cues for Reading Difficulties. Mrs. Wasell.

#### LANGUAGE VACUUM AS CUES FOR READING DIFFICULTIES

(Mrs. IRENE WASELL, third-grade teacher, Mary E. Bennett School, Los Angeles, Calif.)

Mrs. WASELL. I am very happy to follow that demonstration, as I think it fits so nicely in with my paper. When I use the word "vacuum" I mean "gap"; the absence of—either partially or totally. We cannot talk about reading without talking about language. We cannot discuss language without mentioning concepts and ideas. And when we mention concepts we are back to the child's experiences.

In teaching reading to the deaf our major difficulty is a language difficulty. Language in its broad sense as just mentioned. I believe that most of our language vacuums appear in the following categories:

I. Process of making discriminations and associations.

II. Multiple meanings of words (including idioms).

III. Language structure (the effect that context has on word meanings).

The experts tell us that meanings are built from experiences, and that learning to read requires association of meaning and the association of these meanings to the words used. It is this cycle of discrimination and association in regard to building ideas and vocabulary that I would like to discuss first.

Let us go back to a deaf child's early years. Perhaps one of his early concepts is that everything has a different name. All his contacts have different movements on the lips. As his lipreading ability begins to increase, we may find him in a state of discrimination.

However, it is not long before parent and teacher begin to draw his attention to similarities and associations. We all know that when we introduce a new word in the lipreading lesson—"box" for example—we do not use just one article for fear he will think that article alone is a "box"; so we use small and large boxes, round and square boxes, with and without lids, in our use of the word. When the day arrives that he contacts a box never before seen but identifies it as a box either in speech or lipreading, we feel he has made the correct association and thus understands the meaning of the word.

The child cannot stay on this secure ground for long, however. He soon calls a "basket" a box and then moves into a phase of discrim-

inations again. His vocabulary is increasing. He moves from box, to basket, can, jar, and so forth.

This process of discrimination and association is a normal procedure for learning. But here let me make one comment fundamental to our thinking. Where the hearing child makes use of his auditory memory for oral language and then makes these discriminations and associations in large degree on his own, the deaf child needs someone to guide him and give him the numerous visual repetitions necessary to allow concepts and ideas to form. It is my belief that, as far as language is concerned, it takes a multitude of visual repetitions to even come close to matching, and never equaling, the potency of hearing and the auditory effect on learning.

Deaf children do make associations on their own, the main trouble being that the associations they make do not always fit the standards of the hearing.

One day a pupil of mine came in after an active recess and said, "I broke my dress." I thought this an excellent association of concept. I feel confident in saying that she had many lipreading experiences with the verb "tore," but, as was evident, that verb was not yet part of her usable vocabulary in speech. She did make an association on her own, but true to form her choice met with correction.

On the other hand there are times when you try to lead deaf children into making associations and fail. For example I tried to get my class to arrive at "table legs," through the process of association. (Perhaps this was not wise, but I wanted to try just the same.) We reviewed the legs of animals, birds, our own, and so forth. But when I pointed to the legs of a table, they just laughed, shook their heads, and said, "Not the same." I tried to give them the concept of support and finally convinced them that a table had legs, even though they were not quite the same. They soon caught on to this new association and offered chairs and beds as also having legs. Things were going fine until one child remarked, "A tree has one leg." And so the cycle goes on.

It is on the basis of the foregoing examples, and thousands more like them, that I believe deaf children do make associations, but do not know when to make an association and when to make a discrimination.

It is hard to tell where the line of demarcation is between association and the next problem—that of the multiple meanings of words. No one needs to remind a teacher of the deaf what an important and difficult problem this presents in language and reading.

We feel the tremendous pressure of vocabulary in every subject. It is hard enough to teach one meaning for a word, but when we get into the necessary multiple meanings we find the task highly involved—and our time so limited. It would seem then that our selection of vocabulary to best serve the deaf child is quite important.

I am sure you are all familiar with Dolchs' 220 service words. These are the 220 words which research has shown to make up two-thirds of the running words in primary books, and over one-half of the running words in the other schoolbooks.

Under the guidance of Mrs. Elizabeth Gesner (and with Edward W. Dolchs' permission), we at Mary E. Bennett School (in connection with an inservice training class) have been evaluating this list by using the Thorndike Century Junior Dictionary, our objective in

mind being that perhaps the knowledge of these words (in concepts, multiple meanings, and variations of use in context) would serve the deaf as a useful basic vocabulary for all their reading.

Let us take one word from that list. The word "light" has 35 different meanings according to the Thorndike Junior Dictionary. Also the word "light" is used as a noun, adjective, and a verb. The implications for confusion are evident.

On the basis of personal research I have found that these 220 service words in Dolchs' list have over 1,348 different meanings or concepts. This ratio between words and concepts or meanings will hold true in greater or lesser degree no matter what list of words is used. We also note that about 97 of these service words are verb forms as compared to 80 noun forms.

By deductive reasoning this might bring us to the three possible conclusions, concerning vocabulary and multiple meanings.

1. We might be wise to emphasize the vocabulary having the highest frequency of use in our reading material.

2. We might be wise to broaden the meanings and concepts of these high-frequency words. Perhaps a more complete understanding of the basic words, frequently used, would be more helpful to the deaf than a hazy understanding of a great many words not as frequently used.

3. We might also be wise to put more emphasis than we do on verb forms.

Gaps or vacuums in knowledge of sentence structure can cause serious reading difficulties. The meaning or shades of meaning to be given a word depends upon how it is used in context. If word meanings depend upon how and where a word is used in context, the deaf child must know a lot about language structure. This is especially true when they are required to read complex sentences and meet with numerous clauses and phrases.

We want our deaf children to read thoughts and not isolated words, and to do this they must recognize subject and predicate. Take the two following sentences:

"We saw the light from the campers' fire."

"We saw the campers light the fire."

A knowledge of sentence structure would be necessary for a deaf child to receive an accurate mental picture of each of these sentences. We cannot expect deaf children to experience straight, simple sentence structure in language, and then be expected to figure out the complex structure in their reading, like the following sentence:

"In the Black Hills of South Dakota stands a mountain on which are carved the images of four great American Presidents."

Sentence structure in reading materials can be more advanced as to sentence structures used in written language but not too far advanced.

Since language learnings and thus reading cannot develop in a vacuum, children of all ages must be provided with a rich background of experiences. But I feel (as I have said) that there are vacuums and that in certain areas we are not supplying all the experiences needed. I have no new techniques or magic methods to offer you, but I would like to suggest we put more emphasis on the four following experiences in the classroom.

1. More experiences provided for broadening word concepts; and that this broadening of concepts begin early—down in the lower grades, at least in speech reading. Let us stress the fact that one word may have multiple meanings. Too often we find that a child's concept of a word (such as run), limited for several years to: I ran. John ran. Ann did not run. The dog ran to the house. Then suddenly that child is expected to meet such concepts as: The river ran to the sea. The street runs north and south. Eisenhower ran for President. The teacher ran out of paper. Mr. Smith ran into a friend of his downtown.

Let us put emphasis on broadening concepts of words through experiences and lipreading, before they contact it in reading.

2. Let us put more emphasis on the interchanging of words to give similar meanings. Let us stress the fact that one concept may be expressed by using different words. Example: The baby had a nap. The baby took a nap. The baby slept. The baby went to sleep for awhile.

This interchanging of words and structure should begin at least in the second grade and maybe before. In lipreading it is practiced from the very beginning. When the child has the security of expressing an idea one way, give him a second choice. Teach him early to respond to an idea in various ways. In the lower grades it may serve as a game. In the upper grades it will serve as a valuable reading tool. Examples: Teacher may say, "It is cloudy today." Child responds, "It looks like rain." Child may write, "We ate our lunch." Teacher may write, "We had our lunch." Teacher, "You will leave school at 3 o'clock." Pupil, "I will go home at three."

3. Let us provide more experiences and put more emphasis on the teaching of abstract concepts and vocabulary; at least on those words we know will appear in their reading and the words they may want to use to express themselves. How much time and drill do we give to such words as harbor, dentist, globe, ocean, as compared to such words as truth, polite, honest, disappointed, or hope? I believe classroom experiences such as making candy, dyeing eggs, building a store, et cetera, are vital to teaching the deaf, but I think we should also include experiences which will illustrate and teach meanings of words involving the way people feel and act. To be sure, this is a much harder task.

4. If speech reading is the forerunner of language and reading, it seems more emphasis should be placed on long-term planning. If each teacher knew the language forms and vocabulary used in the basic reader of the following grade, and laid a speech-reading foundation for that language structure and vocabulary, would not the reading program of the school be greatly accelerated? Of course, for such a program to be successful, every teacher and every grade would have to participate in such a plan.

In conclusion, may I say our deaf children "cue" us on where their difficulties are in reading. It is for us to recognize these cues and remedy the difficulties. I hope these suggestions may help to fill in the gaps and eliminate some of the vacuums. [Applause.]

Mrs. STAHEM. Thank you very much, Mrs. Wasell. Our goal as teachers of the deaf is to equip our children with a useful level of reading ability. Mrs. Nell Driggs Reed, coordinator of the deaf,

secondary level, Los Angeles city schools, will tell us of her problems in implementing this aim. You will be interested in knowing that Mrs. Reed is a daughter of Dr. Frank Driggs, beloved and distinguished educator of the deaf for many, many years. She is also a niece of Dr. Burton Driggs, superintendent of the Idaho School. Mrs. Reed.

#### APPRAISALS OF READING ACHIEVEMENT AT THE SECONDARY LEVEL

(Mrs. NELL DRIGGS REED, coordinator of the deaf, secondary level, Los Angeles city schools)

Mrs. REED. Thank you, Mrs. Stahlem. Those of us who were not fortunate enough to attend the summer meeting panel discussion on reading during June 1952 in Boston read with great interest the accounts of the meeting as published in *The Volta Review*. We agreed wholeheartedly with Miss Josephine Bennett when she said, "Children who are good lipreaders, who have a flair for language, who have a knowledge of speech sounds that make up words, and who have a desire to talk about their activities, develop the abilities and skills necessary for reading much more quickly and efficiently than those who are poor in these skills." Then we called to mind those few, too few, who had had that flair for language, along with the other necessary attributes, and realized that they not only had developed their reading techniques more quickly and efficiently, but had retained them through the intermediate grades and on into and through the junior and senior high-school grades. But there were so very few of them. Why?

And reading on, thinking of the many who didn't have the God-given flair for language and who didn't like to read, we found Miss Mary Numbers saying, "It is probable that a lack of adequate reading vocabulary, more than any other deficiency, creates the reluctant reader." Again we agreed, and thought of the many times we have pondered over this problem. Too many of our deaf children meet this frustrating experience of encountering so many unfamiliar words in their attempts at reading that they give up in despair and decide that reading is just one of the things in life that is not for them. It is certainly not a pleasurable or a profitable experience. And again we asked, "Why?" Why is it that most hearing children with normal, or even below normal, intelligence can usually infer the approximate meaning of an unknown word and obtain quite an accurate comprehension of the whole sentence, yet to most deaf children an unfamiliar word constitutes a barrier as insurmountable as a high stone wall, even though he may know the meaning of every other word in the sentence? What is it that carries the normally hearing child's thought across that unknown word and brings to him an intelligible meaning of the whole? Is it that perhaps somewhere before he had heard that word in context, and his subconscious memory comes to his aid when he needs it? Certainly we know that for the majority of our deaf students an unfamiliar word remains an unknown until its meaning has been laboriously mastered.

Learning to use the dictionary is fine, and certainly to be recommended. However, with the English language what it is and the countless shades of meanings between so-called synonyms, some rather startling expressions may develop unless a teacher is near to help with



a discriminating choice of definitions. We remembered, for instance, a boy who was always an eager beaver when it came to putting newly acquired vocabulary to use. He ran after his teacher as she was leaving the building one day and stopped her with, "Wait, wait, Tommy wants to amaze you." Well—"amaze" does mean "surprise," doesn't it?

When, in his Lesson Plan for Teaching in Advanced Classes, Dr. Powrie Doctor mentioned that frequently a story or a poem is too abstract for the deaf, it brought to mind the visit to our classes of Dr. Walter Blaser, head of the Land Youth Welfare Office, of Schleswig-Holstein, Germany. Perhaps, when he visited your schools, you also plied him with questions about the methods used and results obtained in Germany. Among other things, he told us, and was quite emphatic about it, that in their schools for the deaf nothing of an abstract nature was taught. We had the feeling he thought we were attempting much that was far beyond deaf students' comprehension.

Since reading is, or should be, the chief source of the advanced deaf student's information, it might be well to explore some of the factors which may interfere:

First. There is the ever-present emotional involvement of the parents, some experiencing a sense of guilt, other refusing to accept the status quo. There is the endless search for cure-alls, the anticipation and the letdown, when this energy could be channeled into more positive assistance. In his nursery-school years, his parents are gratefully losing that feeling of hopelessness which came when they learned that their child was deaf. As he goes from one year to the next through elementary school, each new accomplishment, reading, writing, arithmetic, and that fourth "r" the rhythm band, is greeted with surprise and appreciation. As he grows in stature and quite suddenly reaches the ungainly adolescent period, his parents, with somewhat of a shock, realize that he is still in fifth, or possibly sixth grade, when other boys his age in the neighborhood are already attending junior high. At this late point some of them will wonder and inquire about what they can do to help in this tremendous educational project. It is difficult to tell them they should have started to help years before.

The parents of 11-year-old Betty teach her to iron and to cook, but they do not teach her the vocabulary with which she can tell her friends about her new accomplishments. These are home experiences and the words for these activities could be easily taught by the family so that they would be quite familiar before coming into use in the homemaking courses in junior high.

Bob and Jim, two senior-high boys, have their own cars. Their parents made that possible, yet neither boy knew the names of such parts of a car as windshield wiper, radiator, hub cap, or steering wheel. Because of their all-absorbing interest in their cars, it would have been an easy matter for their dads to teach a fairly complete automotive vocabulary, so that these two boys would not have had such a struggle to pass the driver-education course, nor found it so difficult to follow the directions of the instructor of the class in auto mechanics.

Second. Because it takes the deaf child so long to get the start that the hearing child absorbs through his ears, there is need to fairly bombard the deaf adolescent with endless and experimental stimuli. Per-

haps too much time is spent on social studies, grammar, and fractions, and more should be spent on building vocabulary through social experiences, visits, parties, and school journeys.

Third. There is the need for more stress on visual methods of teaching vocabulary, more dramatization and extensive use of picture dictionaries at the upper-grade level. More and more use of films and other visual-aid materials is to be encouraged.

Fourth. Whether we like to admit it or not, the constant association with others who are deaf and also handicapped in the area of language, can certainly be a deterrent to the acquisition of needed vocabulary. This would seem to accentuate the advisability of making relationships with normal-hearing children possible.

In Los Angeles this relationship is realized through a planned and organized integration of our seventh, eighth, and ninth grade deaf students in two of the regular junior high schools. The 3 junior-high years thus become a transition period from the elementary classes, where the foundation of their education is acquired without the unnecessary strain of competing with normal children, to the senior high school, when they begin to take their places vocationally and socially, as well as academically, with their hearing contemporaries. This transition is made gradual by starting the integration in such seventh grade classes as physical education, shops, and homemaking. In the eighth grade those groups whose reading comprehension is high enough, are programed for one or more academic classes with normal hearing students. A specially trained teacher accompanies the group to the class to give any extra help that is needed. By ninth grade these groups of deaf students are taking all their classes with normal hearing boys and girls, with the assistance of the special teachers. In senior high, these students are programed for more and more courses "on their own," having a study period with a special teacher if need be.

Students whose vocabularies and reading comprehension are too low to integrate in the academic subjects with normal hearing students, take their physical education, prevocational, home economics, and art courses with them, but have adjusted academic class work in small groups with the specially trained teachers.

Perhaps it is more noticeable to us where our deaf children play and do all or part of their classwork with normal hearing students, but there seem to be great gaps in the vocabularies of deaf teen-agers. There are many holes in their background of language into which we must pour more and more quickly idioms, figures of speech, synonyms, and even slang phrases. I have greeted a deaf youngster of junior-high age in the hall with what I thought was a cheery, "Hi!" only to be met with a startled look that persisted until I prosaically said, "Good morning. How are you?" Much of the adjustment English period in senior high is spent on explanation of the announcements, items of social interest, and club activities written up by the student staff of the school's daily paper.

Maybe it is the "Great American slangage," but we use it, why shouldn't they? If they are to act like normal hearing boys and girls, work with normal hearing people and read as do normal hearing students, they must also learn some perfectly normal boy and girl "chatter."

Fifth. Another factor which may interfere with the reading ability of some of our deaf children is organic impairment. The cause of the

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hearing loss may also have been the cause of some brain damage, which will preclude the acquisition of the vocabulary necessary to good reading. It may very well be the explanation of the poor retention which deters many deafened children.

A brain-injured child always has difficulty in the functioning of abstract thinking, and certainly reading on an advanced level involves more abstractions than they can negotiate. We are also told that the child with brain damage often loses the foreground in the background on certain tests. It is conceivable, then, that this same confusion greets him every time he looks at a printed page, or at the vocabulary list his teacher has written on the blackboard. In fairness to the teachers who have labored diligently, only to cause as well as meet frustration with some of these children to whom reading is such a burdensome and confusing experience, we should consider the possibility that some may be organically impaired and that to them the acquisition of an adequate vocabulary is quite impossible.

So we come to the great need for guidance and psychological assistance, with some stress on vocational as well as educational aptitudes. There are many patterns of maladjustment to be eliminated. Often on the horizon with a child who sees himself as different, there are neurotic characteristics which must be worked with and overcome. By effective guidance, proper motivation for reading may be supplied.

Last, but by no means least, is the need for better testing devices. Pintner warned us that the deaf are extremely handicapped in acquiring and understanding language. Progress in this area is very slow. However, because of the lack of suitable testing instruments, since most standard tests are designed for the hearing, we sometimes fail to know that progress, slow as it may be, is taking place. Reading is hard work for the deaf child, and, unfortunately, it usually remains hard work all his life long. It is ironical, of course, that the one great recreation and avenue to learning which is dependent upon vision and not upon hearing should be so difficult and laborious a task.

Lacking proper testing materials we are too prone to measure the normal deaf in terms of the exceptional deaf—those few with the God-given flair for language. When standards can be set up for the normal deaf child, and appropriate measurements devised, then the progress and achievement of the normal deaf child will be recognized.

Considering just these few factors that may interfere with deaf children's attainment of an adequate reading skill, we must conclude that we as teachers may be "hitching their wagons to a star," and that although we may become discouraged with their reading, actually they really do very well. [Applause.]

Mrs. STAHEM. Thank you very much, Mrs. Reed.

Mrs. Elsie Gilligan from the Washington School for the Deaf and a group of her children will give us a demonstration on the use of poetry in a reading program. Mrs. Gilligan.

Mrs. GILLIGAN. This is a new type of hearing aid that these children aren't used to. We're not sure that it's working. You can't hear me either? Something's gone wrong with this apparently. How about it now? Can you hear me?

AUDIENCE. Yes.

Mrs. GILLIGAN. I tell you, we arranged these sound effects just so you'd feel at home. It always happens you know. The thing does

have to work, you know. [Pause.] I've had this same experience back in my own school.

I have no speech but I do want to introduce a group of sixth and seventh graders from the Washington School, and I think it's one of the best-looking bunches that we've had up here on the stage. I'm sorry we've had such a hard time getting this thing adjusted. We'll go right into our act, and then if there are any questions that you have time to ask me afterward, that will be fine.

(Demonstration: Sixth and seventh graders, pupils from the Washington School for the Deaf, Mrs. Elsie Gilligan, teacher.)

Mrs. STAHEM. Thank you, Mrs. Gilligan and the children from the Washington School for the Deaf.

I want to introduce Mr. Herschel Ward, who will be the moderator of our question period. Mr. Ward is principal of the Tennessee School for the Deaf. Mr. Ward?

Mr. WARD. Would you like to stand up just a minute and then sit down? [Audience stands.] O. K. Be seated. Now will you be seated, please. [Audience is seated.]

If you have been attending the meetings here regularly, the sessions in this room, you will have realized that men are exceedingly unnecessary up here, because I think practically everything has been done by the ladies, so I arrived here conditioned by that circumstance. I don't feel that actually I'm necessary here, and the only way you can justify Mrs. Stahlem's introducing me is very promptly to ask some questions. Now we have the people who can answer them right here before you, and I'm sure that you have been interested enough in the very excellent papers and demonstrations to want to ask some questions. We do have very little time, so if you have some questions, we would like very much for you to ask them now. Was everything covered? Yes, ma'am? [Member from audience asks question.]

The question has been asked about the amount of hearing possessed by the various students represented in the last demonstration.

Mrs. GILLIGAN. It is varied. Here is a man who can give you a more intelligent answer than I can about their hearing.

Mr. REAY. The Washington School is quite small, so we cannot have perfect acoustic classes, so some of the children in there have very little hearing where others had quite a good amount. The decibel loss will tell you the most. One of them had 55 decibel loss, another had—one of the smallest boys—had a 65 decibel loss, one of the girls had a 65 decibel loss, another had 60, and the largest boy had a 55 decibel loss—it's quite a drop off in the higher frequencies. The other little boy had a 70 decibel loss where 2 of the girls were practically—well they had about a 95 percent loss and hardly usable hearing. But they're in that class; they are good lipreaders, and they are in that grade level, so we keep them together whenever we can. We have two classes on that grade level and they fit in better with this class than the other. Does that answer your question?

MEMBER. What grade level is represented?

Mr. WARD (repeating question). What grade level was represented? The seventh, is that right?

Mrs. GILLIGAN. The seventh, yes. The smallest boy is in the sixth grade and the others are in the seventh grade.

MEMBER. To the first speaker, how could the parent help the child with recreational reading at home?

MR. WARD. The question is, how could the parent help with the recreational reading in the home?

MRS. GESNER. I came up here so that I could show you what a mother did with one of the children in our school last year. I have found that the boys and girls in my room sometimes enjoy much more the things that have been written by their mothers and fathers of their classmates than they enjoy the books that I bring them from the library. And so, Judy's mother is my star pupil, and I just want you to see this very simple little book in which she made an account of the things that she and Judy and her father did together last summer.

"Habits and skills that will make me and others happy," and the list is here. And then, "Other skills," with comments by her mother. The first one, "Skills—cooking. We canned tomatoes. We made waffles. We learned to make French toast. Sewing. We made a doll skirt; a hula outfit for a doll; a blouse; and we embroidered." And so it goes.

This is a picture of Judy. And in here are different accounts of the exciting things that they did all summer. Sometimes people say to me, "Well it's very fine for you to be enthusiastic about the possibilities of parent participation." And sometimes I say, "Well, yes, I get it, and sometimes I don't, but I'm learning tricks." I have found that if you can find one mother who does something like this, the children will put the pressure on other mothers, and right away I begin to get fascinating stories from my parents. They tell the children stories about things that happened to them when they were little that deaf children have never known. Sometimes when they are 12 and 13 and 14 years old they have never heard any of those lovely stories that make hearing children say to their mothers, "Tell me again the time that I got lost." "Tell me again the time I swallowed the pin and had to go to the hospital."

The other area in which I would like to speak of pleasure reading is something for which I have acquired a great deal of enthusiasm. I have gone to the library and I have looked for some of the latest books which are beautifully illustrated. The reading content is not too difficult. One of the books that I found is called, *One Morning in May*, and the plot revolves around the story of a little girl who had a loose tooth. I went over this book with several parents and I said—

(Time runs out and she is stopped by Mr. Ward.)

MR. WARD. We're awfully sorry to do that, but the time is exhausted, and it's quite an accomplishment to cut a lady off in the middle of anything anyway. Thank you so much for your attention this morning.

DR. CLOUD. Thank you very much. We'll have about a 5-minute break, then will you please return as quickly as possible so we can finish the balance of the program this morning which is already 20 minutes late.

(Five-minute recess.)

DR. CLOUD. I should like to make 2 or 3 announcements. First, Miss Pugh has asked that we announce that the movie entitled "That the Deaf May Speak" will be shown at the close of this meeting this morning. We are already running late. I don't know whether Miss



Pugh will want to make any further changes in her plan in this connection.

We are very anxious that we have an accurate account of the number of people attending this convention. The registration sheet or records indicate that all people apparently have not, or some people apparently have not, registered. In order to be eligible to receive a copy of the proceedings of the convention and in order that we may know the actual number who are attending this meeting, we would appreciate very much to have those who have not registered to do so at the end of the hall as quickly as possible.

Mr. Quigley has asked that we announce that there will be a meeting of the executive committee of the conference tonight immediately after the general assembly in the library. Those of you who are members of the executive committee may be guided accordingly.

From the program I note that we are to have our pictures taken this afternoon. Is Mr. Epperson in the room? Mr. Epperson went to the office. I do not know where he plans to have us report for this picture. Perhaps we will be able to find out. Do you know, Mr. Reay?

Mr. REAY. No, I don't. I'll find out.

Dr. CLOUD. Will you find out, please, where he would like for the people to report for the picture? The convention photograph is scheduled for 1:15 and the conference photograph is scheduled for 1:30.

I have one telegram, I've had several, but this one I think you ought to hear. Addressed to me as the president of the convention. It says:

DEAR DAN and my fellow members of the convention.

I'm reading it just as I have received it.

I have felt the need of being with you now as always. I'm sure all superintendents join in expressing the need for trained teachers of the deaf. I regret that I cannot attend the convention but most of all that I must remain at home to recruit untrained teachers of the deaf to fill the gaps. I am, therefore, recruiting more members of the convention while I am here. My heart is with you.

A southern Yankee sends greetings, respects, regards, and best wishes.

FRED L. SPARKS, Jr.,

*Superintendent of the Central New York School for the Deaf, Rome, N. Y.*

We do miss Fred.

The picture will be taken in front of the administration building at 1:15. At 1:15 this afternoon, please report for the picture that will be taken in front of the administration building.

This morning we're going to have the privilege of hearing from one of our fellow workers who has, throughout many years, done a great deal of work in promoting the education of deaf children, not only as a superintendent of the school with which he is associated, but also as the president of an organization interested in teaching the deaf. He himself has, I know personally, given a great deal of time in promoting public relations and I also personally know that he has been unusually successful in this area. He is my neighbor, and through the year that I have been in New York has been my consultant and adviser, and I am happy to say that I consider him to be one of my very dear friends. It is with pleasure that I present to you now to speak upon the subject, *Toward a New Understanding of the Deaf*

Child Through Public Relations, Dr. Clarence D. O'Connor, the superintendent of the Lexington School for the Deaf in New York City and the president of the Volta Speech Association for the Deaf, Washington, D. C., unless the Volta Speech Association's name has been changed.

#### TOWARD A NEW UNDERSTANDING OF THE DEAF CHILD THROUGH PUBLIC RELATIONS

(Dr. CLARENCE D. O'CONNOR, president, Alexander Graham Bell Association for the Deaf, and superintendent, Lexington School for the Deaf, New York City)

The theme of this convention is a very appropriate one and particularly significant at this time for us who are working in the field of the education of the deaf. The particular phase of this theme that I am to deal with this morning is Toward a New Understanding of the Deaf Child Through Public Relations. Why is a better understanding of the deaf child needed and by whom is it needed?

Provisions for the care and the education of the deaf have certainly vastly improved since those ancient times when the deaf children of Greece were thrown into the great pit, or into the Tiber River in Rome. Conditions have also improved for our deaf children since those more recent days when, through shame, parents hid their deaf children from sight, a condition which has existed even as recently as the past few hundred years. Today, in the United States at least, reasonably satisfactory educational programs are provided for deaf children in all parts of the country. This is not true in all parts of the world, however, for we learn from the many foreign visitors that we have been privileged to entertain in the last several years that conditions are most unsatisfactory in many countries. Our very charming visitor from Indonesia, for instance, tells us that only 2 schools for the deaf are available in that country of 77 million for their thousands of deaf children.

In spite of the fact that the United States has made great strides in providing physical plants and educational programs for the deaf, there is one thing that has not kept pace with this growth. That is, a sensitive understanding on the part of the general public of the many problems that surround the education and care of deaf children. Forty years ago the educators of the deaf, particularly the administrative heads of schools for the deaf used to be referred to as the "experts," in this very complicated field of education. Within the past 10 years, a new group of "experts" in the problems of impaired hearing has come into existence and these threaten to eclipse the influence of those who work most closely with deaf children. These new specialists have brought new light, new ideas, and renewed energy to our field, through the activities of audiological centers, speech and hearing clinics in hospitals, and university departments of special education. The time is particularly opportune for teachers and administrators in the schools for the deaf to join with these workers from the peripheral agencies and centers in an effort to bring about a better total pattern of service for the deaf child. It is time now for us to recapture our "expert" position in this galaxy, and as the "expert" in the field of the education of the deaf to interpret to the uninitiated the problems of deafness and help to eliminate some of the confusion pertaining to the education of the deaf that has spread so rapidly in recent years.

The one who must take the leadership in this movement is the administrative head of a school for the deaf. He is the one who must move out into the community and take his school with him. He is the one who must make the education of the deaf important to the people of his city, his State, and the Nation. He is the one who must inspire a better understanding on the part of the hearing public of what it means to be deaf and of what can be done for deaf children and the degree to which they may take their places in society as self-supporting, full-fledged citizens.

All the administrative heads of schools for the deaf in recent years have increased their public education activities in one way or another in their own communities but a few have been particularly effective in this direction. Dr. Boatner, of the American School in West Hartford has brought this school to a higher level of importance in the city and State through his participation in municipal affairs, through his writings, and his public addresses. The American School has grown in stature and the people of the State of Connecticut have a better understanding of the problems of the deaf as a consequence. Dr. Craig, of the Western Pennsylvania School similarly has increased the significance of this school in the western Pennsylvania area by working closely with the various organizations in Pittsburgh that are concerned with the total overall problem of hearing impairment. This has placed him in a position to interpret the deaf to those who support the activities of these various groups. The National Hearing Week program sponsored last spring by four Pittsburgh organizations interested in the deaf and hard of hearing was centered at the Western Pennsylvania School for the Deaf. This was excellent public relations activity. Dr. Elstad has for years traveled the length and breadth of the land telling the world about the problems of deafness. Dr. Silverman, of Central Institute, has been one of our most intelligent ambassadors of understanding both in this country and abroad. Mr. Pratt, of the Clarke School, particularly through teacher recruitment in teachers colleges of Massachusetts, has broadened the understanding of deafness in New England. These are only a few of the people who are working capably in this direction. There are many other examples of similar activity on the part of our school executives, but time does not permit further detailing.

What media can we use to bring the story of deafness to the public? The most effective of all, of course, would be to bring the whole world into our schools, and there let them sense the tremendous task that is faced by both teacher and deaf pupil. This, of course, cannot be accomplished. Next best to that then is to take the children to the people through the medium of demonstration programs, talks on television, over radio, and at public meetings. Intelligently written newspaper and magazine stories will reach millions of people. The printed word, of course, is a potent vehicle. The story that appeared in *Coronet* recently, pertaining to the American School for the Deaf and the story that appeared in *Life* magazine, September 1950, pertaining to the Lexington School, are good examples of this type of public education. The medium of the motion picture, of course, is a powerful public instrument for education. The various films that have been produced such as *Listening Eyes*, by the John Tracy Clinic, *The Education of the Deaf in England*, by the Ewings of Manchester, England, the University of Iowa picture pertaining to the Iowa

School for the Deaf, and the one produced by the Lutheran School for the Deaf in Detroit—all deliver a strong message. Mandy, which was produced by J. Arthur Rank in England, presents the problems of deafness in a slightly more romantic fashion, but this, too, delivers a strong story. One film produced at the Lexington School, *That the Deaf May Speak* has probably had the widest circulation of any of these with the possible exception of Mandy. During the past year it was shown in 39 States to 324 groups. The actual audience in attendance numbered well over 33,000. Having been presented on television at least three or four times, the numbers of people who saw and heard this presentation of deafness will probably run into the millions.

Through all the above media then, we who work closely with the problems of deaf children can open new doors of opportunity for all deaf pupils everywhere through the message we may deliver through well-planned public-relations programs.

What is this message, then, that we should deliver concerning the deaf? First, we should attempt to convey to the uninitiated some understanding of what it means to be deaf. In *Flair Annual*, Miss Young wrote the following concerning deafness which points up some of life's influences that those who are born deaf miss:

In the world of silence, dreamlike, hovering upon the verge of this, there where a man is complete except for the ear, except for the perceptions which come through that portal, the deaf, devoid of an important sense of its relations are as marble statues who see, touch, smell, taste the rose, but who do not hear the footsteps in the ruined garden, the song of the winter bird, the sighing of the whitened leaves, part of perceptual, all that the ear conveys is missing, and theirs is the marble silence as of the tomb. They do not hear.

The above poem does not describe, however, the arduous task that faces the deaf child as he starts his long and silent educational journey. It does not vivify the slow and tedious manner in which he must acquire the communication skills and educational and social competencies his hearing brothers and sisters develop so easily through open ears. We, the educators of the deaf, must paint this picture clearly so that those uninitiated who meet the deaf will marvel at the magnificence of their accomplishment rather than dwell upon their unavoidable shortcomings. Deafness cannot be seen as can blindness or a crippled condition. We must try to develop in the hearing public an understanding of the small miracle that has been accomplished by a deaf child who learns to speak, even though that speech does not parallel that of the speech of normally hearing people. We must insist upon a better understanding of the place of the hearing aid in the deaf child's life. We must make it clear that although a hearing aid may help a child with severe hearing impairment in many ways, it will not make him hear and that merely hanging one on him will not solve all his educational and social problems. We must let the public know that there is no single substitute for the special program that every deaf child needs to guarantee his most effective adjustment to life, and that in general, the best special program will be that provided in a school for the deaf.

We must tell the world that it is possible for a deaf child to accomplish anything that a hearing child can accomplish where hearing is not a prime requisite for success. The world should know that the deaf do not ask for any special favors, only understanding and

a fair opportunity. We must point with pride to the fact that the deaf as a class become well-educated, self-supporting, full-fledged members of society, establishing their own homes, raising families, paying taxes, and exercising all the responsibilities, rights, and privileges of good citizens.

Our deaf children are, of course, our best public-relations medium of all, for these ambassadors of understanding who leave our schools each year and go back to their communities prepared to participate in its affairs as contributing members of society, not as parasites whom the community must support. They tell through their very success the story we want known. This, you, the teachers and the parents as well, accomplish over the years through the influences you bring to bear upon the deaf children who enter your lives. The following poem tells a little of how this may happen:

#### THIS CHILD IS DEAF

(With apologies to My Child Is Blind by Bessie Willis Hoyt in ICEC Bulletin)

This child is deaf. Forever shut from him  
The voice of speech that falls upon his ear;  
His life-long silence will remain a wall—  
Or so they said. But with our love and help  
He, too, will hear the voice: If not of speech,  
Then sure of treasured books; of symphonies  
In motion where he'll see the music surge  
As waves come rolling into shore or break  
Upon some rockbound coast. O, catch these joys,  
Dear Child! And learn and we will help you see  
The beauty spread o'er God's infinite world.  
You are not deaf; God did not shut the voice  
That plays upon the heart-strings which are tuned  
To poetry of motion: as the gull  
Wings down above the whitecaps of the sea;  
Or to the rhythm of furrowed fields, new-ploughed;  
Or to the heavy beating of the rain  
As it storms down in slanting needle-shafts;  
Or to the whispering of the pines that stand  
As sentinels about new-fallen snow—  
He needs not ears who opens wide his eyes  
And hears within the voice responsive play.

—STEPHEN W. KOZIAR.

May you continue to open wide the eyes of the deaf so they may understand fully this complex world in which we live. May you also through your good works bring to those whose ears are open a more sensitive understanding of the problems of children whose lives are touched by deafness, the unseen handicap. [Applause.]

Dr. CLOUD. Thank you, Dr. O'Connor. The response of the audience indicates the appreciation we have for your very inspiring address, remarks, as you call them. Now you have seen and heard Dr. O'Connor, and you have heard from my banker friend and colleague in the rear. And in answer to some of the questions that have been asked me about why I moved to the East, I think it becomes fairly obvious at this time that while I'm not in the money, I'm close to it. [Laughter.] And if either of those birds ever move, I may get closer.

Gallaudet College, of course, represents that great institution of higher learning for the deaf about which we have all heard and many of us have quite an intimate knowledge of its operation.

During the past several years, however, this school has been undergoing changes, administratively and curriculum and otherwise, and



these changes are designed to enlarge the services of the college for our young people who have the ability as well as the desire for higher education.

Though we're 20 minutes late and continue to be 20 minutes late in this program, those of you who have heard Dr. Elstad speak will agree with me, I am sure, that we'll finish on time as he makes his presentation. [Laughter.] So, it gives me great pleasure to present to this convention, Dr. Leonard Elstad, the president of Gallaudet College who will speak on the subject, Gallaudet College Reports. Dr. Elstad.

### GALLAUDET COLLEGE REPORTS

(Dr. LEONARD M. ELSTAD, president, Gallaudet College, Washington, D. C.)

Dr. ELSTAD. Dr. Cloud and members of the profession, I think you'll all agree with me that Dr. O'Connor couldn't have written a better speech than he has just given us. And I am glad for one that he didn't write it, because I think that was one of the finest speeches I've ever heard. And I am glad that he had to write all those checks, or sign them, or he would have written a speech, and I don't think he could have done as well.

Down at Gallaudet I don't have to sign the checks, so I did have time to write a speech, and it's for your protection because I think you'll get out of here sooner if I read this than if I didn't.

A college girl was swimming in the swimming pool and dropped her watch down in the pool and saw an old professor standing right near and said, "Professor, will you dive down and get my watch please?" He said, "Why do you ask me to do it? Why don't you get one of these younger professors around here?" She said, "You can go deeper, stay longer, and come up dryer than any professor I've ever had." [Laughter.]

I like this title, "Gallaudet College Reports," because it indicates the convention of American instructors of the deaf is genuinely interested in the college and wants to know what progress is being made.

The college is glad to report. We are now operating again under a full Department in the Government. In 1939 we were transferred from the Department of the Interior to the then newly organized Federal Security Agency. Since that year and until this spring we have had excellent relationships with this Agency. Now we are under the newly organized Department of Health, Education, and Welfare. We hope to fare equally as well under this new leadership.

Approximately 75 percent of our support is still from Congress. Three Members from Congress, Saltonstall, Thornberry, and Phillips, are members of the board of directors.

Already we have been visited by Mrs. Oveta Culp Hobby, Secretary of this Department. She had an hour for this visit. We made the most of it. For once during the year the entire student body was assembled in the chapel. In order to acquaint Mrs. Hobby with the national and international content of our student body, the students were introduced by States. It was thrilling to see them stand State by State until 42 States, Hawaii, Canada, England, Sweden, Norway, China, India, and Transjordan had been recognized. Mrs. Hobby had not thought we were that well represented.

The growth of the college enrollment is interesting. In 1943, 10 years ago, we had 140 students enrolled. In 1944 this went up to 142,

and then from year to year until last fall it increased as follows: 152, 166, 174, 190, 209, 222, 236, 239, and 248. This growth is without benefit of any concerted promotional activity. The enrollment of 248 is maximum capacity without changing physical facilities.

To accept the large new entering class now qualified we must use faculty homes for residential and classroom purposes. As many of you know, the Kendall School has buildings on the campus of the college. We are planning now to concentrate the Kendall School in faculty homes along faculty row and convert the present Kendall School buildings for college use. These changes will enable us to enroll an entering group of up to 100 students. We will not have to deny entrance to any qualified students.

These changes will also make it possible for us to accept a similar increased enrollment in the fall of 1954. We anticipate an enrollment of 290 this fall and 310 the following fall. So in 10 years we will have doubled our enrollment in the college with no new construction. That, of course, cannot continue.

This leads us, then, to a consideration of construction plans. Over 35 years ago loyal alumni members raised a sum of \$50,000 to be used toward the construction of a memorial building for Dr. Edward Miner Gallaudet. This sum has been invested well and the total available now is approximately \$105,000. This is not enough for the construction of a library-classroom building. Recently the Eugene and Agnes E. Meyer Foundation gave the college \$10,000 toward the construction of this building. We trust that the Congress will provide a sum of \$240,000 so that we can construct a \$350,000 building.

We are also asking the Congress for \$400,000 for a gymnasium. This is a most necessary addition as those of you who have visited the campus will understand.

You have read in the papers about the economy administration we now have in Washington. The stories you hear are basically true, and yet we feel that there is real interest among Congressmen in the college and that results will be forthcoming.

Since the last meeting of the convention, Gallaudet College has been surveyed by the Middle States Association of Colleges and Secondary Schools for possible accreditation. A group of six college professors descended upon the college a year ago this last March. They gave us a very thorough going over. They sent us a detailed report of their conclusions. This will be the blueprint which will be used to chart our course in the years to come. We will not try for accreditation again until we are assured that we will gain that coveted goal.

It would seem that the only college for the deaf in the world would be an attractive proposition for people with funds. One would think that they would like to give money, or to leave their money, to an institution that is so unique. Somehow or other, deafness does not attract funds. It is interesting to note that in Great Britain they still use the words "deaf and dumb" in connection with their institutions. When they were asked why this was done, they said that if they removed the word "dumb" from the names of their institutions their charity gifts would decrease to practically nothing. So it was necessary for them to restore the word "dumb" to the school titles. This is quite enlightening.

There have been differences of opinion concerning admission procedures for students at the college. Some feel that the selection of new students should not be based on written examinations. We at the college are inclined to agree. It has been necessary in the past to restrict the number of entrants and it seemed that the examination method worked out the best. We hope that eventually the facilities of the college will permit us to enroll students on the recommendation of the various schools for the deaf throughout the United States. It may be necessary to establish a grade level below which we will not accept these students. This can be worked out when and if the new arrangement is made. However, until such a time as we have facilities for housing these students, both for dormitory and classroom purposes, we cannot very well change our method of admission. We will do all in our power to provide space for additional students from year to year so that we can continue this practice of accepting all who qualify for entrance.

The college continues to gain international attention. Perhaps that is because it is the only college of its kind in the world. We are getting increased numbers of visits from people from foreign countries, and these persons tell others. The students we have from other nations write to other students in their own countries, and so we get more applications for places than we can find room to accept. We try each year to make room for one foreign student in our graduate department of education. This coming year we will have a young woman from Thailand. We shall also have a Negro student. The year following we have promised a place to a candidate from Turkey.

It may be of interest to know that we have colored students enrolled at Gallaudet College on an integrated basis. There are 5 young men and 1 young woman. There will be another young woman enrolled this fall, making a total of seven. This works out very well and we hope that in time there will be more. As schools for the Negro deaf improve their programs in the various States, we feel certain that our enrollment of Negro students will increase. We still have segregation in the Kendall School and that works out quite satisfactorily, too. There will be no change in this situation until there is a decision by the Supreme Court for integration in the District of Columbia. In that case we are prepared to fall in line with the District schools in that respect. We sign a contract each year with the District Commissioners for the education of the District deaf children, and as long as we have such a contract we must continue segregation in the Kendall School as long as segregation is practiced in the District school system. Because we have integration in the college we feel that our philosophy as far as integration and segregation are concerned is quite well defined.

During the summer of 1952 we secured the services of Dr. George Detmold, who is our dean of instruction. He has worked diligently with the members of the staff on curriculum changes, many of which will be put into effect this fall. In accordance with these plans the faculty will offer general education in the freshman and sophomore years. A student during these years will take required courses in science and mathematics, social studies, and the humanities. At the end of this time he may graduate with the degree of associate in arts.

Or, with the substitution of some vocational training, he may receive the degree of associate in applied science.

Candidates for the degrees of bachelor of arts and bachelor of science in the junior and senior years will specialize in the work which is offered in one of the following departments: Mathematics, chemistry, biology, history and political science, economics and sociology, English, art, education, home economics, and library science. Students will, therefore, choose their majors at the end of their sophomore year. By this time they have usually come to definite conclusions as to their major interests and they can then make better choices.

Through at least the first 3 years of college each student will take required courses in English composition to improve his facility in the use of the English language. As we all know, this is one of the trouble spots in the education of the deaf child. There is a continuation of this problem in college, too. Students will also, throughout their residence, take a required workshop in communications to develop powers of speech, speech reading, and hearing to the maximum, as well as other means of communication of value to the deaf. We feel this is an important requirement. It would seem that the least we can do for our college students is to improve their ability to speak. If they come to college with good speech, they should leave college 4 years later with better speech. If they come with no speech at all, and there are very few of these, they should go out with some speech if they have the desire to learn. Of course, if they come with no speech and have no interest in it and no desire to learn, it would be a waste of time to work with them. If they come to us with very good speech and leave at the end of 4 years with speech which is not as good as when they came, we have definitely done them a disservice and the college is open to severe criticism. We are determined to do our best along speech lines. Are we becoming an oral college? Please let your minds be at rest, because when the time comes that Gallaudet College can be called an oral college we will close our doors and send all our students to colleges for hearing students. There would be no reason for continuing a college for the deaf.

Students in the graduate department of education will have practically the same course of study as during this past year. You will note that we now do not use the words "normal training department." We are now the "graduate department of education." The program leading toward the degree of master of science in education is fully accredited by the Conference of Executives of American Schools for the Deaf. It prepares a student to meet the requirements for the highest grade of teaching certificate issued by that body. This year, for the first time, we plan to offer a professional diploma beyond the master's degree which will be offered to a few qualified teachers of the deaf who wish to prepare for positions as administrators or supervising teachers. As will be the case this fall, the two candidates for this professional diploma have received their training in recognized training centers for teachers of the deaf and wish to take work at Gallaudet College in addition to that which they have already received.

A quick look at the records reveals that 31 administrative heads of schools for the deaf in the United States are graduates of our graduate department of education. Also, 24 principals of schools for the deaf are graduates of this department.

The changes in curriculum in the college have also made it necessary to change staff assignments. We have set our aim during the year to reassign courses to instructors so that each will be teaching in his chosen field as far as possible. As in all small colleges, we have great difficulty in staffing the various courses because there is not a large enough staff to permit all to teach one subject and nothing else. We are making progress along these lines. In working out the curriculum it was found that we needed at least seven new instructors to put the program into immediate effect. We cut this down to four, and the Bureau of the Budget cut it down to nothing. We are determined, however, to employ these instructors and we will go out on the proverbial limb to get the funds with which to pay for this added instruction. When you find that candidates for Gallaudet College from your school are asked to pay for a part of their tuition, please remember that this is being done because it is absolutely essential. We cannot conduct a college without funds. If we cannot get these funds from the Congress, we must get them from other sources. The other sources are not many. One of them is tuition. We feel that in most cases parents can pay part of the entire cost of attendance at college and should do so. It is our hope that you will give us your support when parents call upon you for relief in these matters.

It might be of interest to you to know what our graduates do when they leave college. We have not made a recent detailed study, but in a quick survey made for the last 3 years we find that of the classes of 1950, 1951, and 1952, 92 students were graduated. Of these, 36 are teaching in schools for the deaf. That means 42 percent of the 92 graduates are teaching. Sixteen percent of them are engaged in civil service positions for the Government. Fifteen percent represent girls who are married and homemakers. Twelve percent are engaged in printing positions. It might be questioned whether it is worthwhile for a student to complete a full college course and then go into the printing profession. We might state that some of these are teaching printing. There is good money in printing and, of course, that means something to these graduates, too. The remainder, who represent 17 percent, are engaged in clerical work, as ministers, some in laboratory positions, and some as librarians. Most all of these graduates are gainfully employed and are making good in their aftercollege life.

Under the new arrangement we intend to offer a degree, associate of arts, to students taking courses that will lead to gainful employment without the full 4 years of college. One of these courses may be for supervisors, or counselors as they are called in some schools. These positions are difficult to fill. If we can train these young people for these positions, we should do so. It is our thought also that a student who wants to go into printing might profit from 2 years of college while 4 years might be a waste of valuable time. It is quite possible that an athlete could become a good coach with 2 years of college. However, coaches are often considered members of the faculty and it may be necessary for them to complete the full 4 years.

A study concerning our admissions policy with respect to high-school graduates may be of interest.

In 1946 there were 39 students admitted. Four of these were graduates of high schools for hearing students. The other 35 came from residential schools for the deaf. Of these four, all graduated.



In 1947 a group of 59 students were admitted, 11 coming to us with high-school diplomas and 3 transferring from other colleges. These colleges were in Idaho, New York City, and the State of Washington. Seven out of the 11 high-school graduates went through college and graduated. Four dropped out. All three of the transfer students graduated.

In 1948 there were 7 high-school graduates enrolled in a group of 62 new students. Five of these graduated. The other two dropped out almost immediately.

In 1949, 10 high-school graduates were enrolled out of a total group of 65. There were three transfer students. Of the 10 high-school graduates only 5 completed their college education. This was not a good percentage. Of the 3 transfer students, 2 graduated. These colleges from which students transferred were located in Louisiana, Oklahoma, and New Mexico.

In 1950 there were 4 high-school graduates enrolled in a class of 71, and 2 college transfer students were admitted. Three of these students are still in college while one has dropped out. Both of the two transfer students have graduated. These transfers were from Louisiana and Arizona.

This fall we may enroll as many as 90 to 100 new students, and it looks as if there will be up to 20 high-school graduates and 4 or 5 transfer students. So it seems that there is a definite trend along this line.

We may well ask: Why is there an increase in the interest of deaf high-school graduates in Gallaudet College? It is my opinion that until recently such high-school students have not known that there is a Gallaudet College. This is true because the various high-school officers do not know that there is such a college. These deaf students are usually pointed toward colleges for hearing students. It is our opinion that they occasionally try such a college and find that the work is either too difficult or is not satisfactory, and so they drop out. When they do hear about Gallaudet College, they ask for a transfer. That is why each year we have several college transfer students. They are usually good students. I think if anything they are better satisfied because they have tried a college for hearing students and have found that it is a most difficult procedure.

We have been asked at times: What can we do to help you get funds? Can we write to Congressmen? I would say it is best not to ask Congressmen to do anything until a bill is before the Congress that needs passage. To date no bill has been presented to the Congress which needs special attention. When the Congress gets a bill it is so trimmed down that they can find nothing in it to criticize.

We will have bills in the years to come which will involve real sums of money. Then we will get in touch with you.

However, if you do know a Congressman, write to him to the effect that you have students from your State at Gallaudet College. Tell them to visit the college if they can. No request for encouragement and interest is as strong as that which comes from the Congressman's home district. You are the home folks. They will respond to your requests.

I would like to record our appreciation of your patience in your dealings with the college. We are understaffed. We do not always

get your answers to you promptly. We cannot get reports to you of the work being done by your students. We do suggest that you contact your students. They still feel they are your "children" and value your continued interest.

Vocational rehabilitation offices in the various States have been most cooperative in assisting our students. We value this contact most highly and recommend that you encourage their continued interest and support.

The present administration is inclined to turn more and more State responsibilities back to the States for solution. It is possible that this trend will include the Federal responsibility for the higher education of the deaf. We hope you will be prepared to defend the proposition that the Federal Government should subsidize the higher education of the deaf. It would be very difficult, if not impossible, for the States to provide this education separately as States. There are those who feel that colleges and universities for the hearing can do the job. Most, if not all, of you know that there are many difficulties and limitations connected with such a project.

In conclusion, write us your suggestions and your criticisms. We are trying to continue the work you have done with your students. We need your assistance.

No report on Gallaudet College would be complete without a statement regarding Dr. Percival Hall, president emeritus of the college. Dr. Hall is not in good health. Most of you know that his sight is practically gone. He goes to the hospital for occasional checkups. However, you will be glad to know that his spirit has never given up. In all the many years I have known him I have never heard him complain about any personal matters. When I ask him how he feels, the answer is always, "Oh, I'm fine," and he immediately changes the subject. He sends greetings to you all.

I heard from Dr. Elizabeth Peet recently, also. As many of you know, she has an apartment in Washington and is quite happily located. She comes to the college for all of our events and it is a pleasure to have her with us. Dr. Drake, who retired at the same time as Dr. Peet, at present is living in Ohio on his farm. From all the information we can gather, he is in the midst of a real-estate boom which has engulfed his farm.

We are sorry that Dr. Herbert E. Day, a former professor at the college, passed away during the winter. Dr. Day will be remembered, in addition to being a former professor at the college, as superintendent at the Missouri school and for the survey he made in connection with Drs. Pintner and Fusfeld.

I am sorry that more members of the staff of Gallaudet College are not in attendance at this convention. The college has been well represented at conventions closer to the East. It is our endeavor to be represented at all meetings which have anything to do with the education of the deaf child.

It might be well to state that two members of our staff are at present conducting the teacher-training course for Negro teachers of the deaf at Hampton, Va. This course is now being conducted at the Virginia State School under the direction of the Virginia State College at Petersburg, Va. This is the same course that has been given for many years at Hampton Institute.

Many of you will miss Dr. Powrie Doctor at this convention. He had his reservations, but when it was necessary for us to announce the changes mentioned above he felt he had to locate new quarters and make plans to move off the campus and so could not come. You will have to place the blame for his absence on me, but he understands, as do the others, that the welfare of many students is involved.

Professor Schunhoff, principal of Kendall School and head of our graduate department of education, is continuing his work toward his doctor's degree and for that reason could not be present. [Applause.]

Dr. CLOUD. Thank you, Dr. Elstad, for this very enlightening report.

I hope all of you will be on time for the meeting this afternoon. It will be a very interesting session, I can assure you, with Dr. Myklebust presiding, regarding research.

(Meeting adjourned at 12:25 p. m.)

#### PROCEEDINGS OF TUESDAY AFTERNOON SESSION

(Presiding Dr. Helmer J. Myklebust, professor of audiology, Northwestern University, Evanston, Ill.)

Dr. INGLE. May I have your attention, please? Inasmuch as we are still running a little bit late, I think we had better start this afternoon's session before all of the people get here.

This afternoon is devoted to research and our speaker, who is the chairman of the research section, is anxious that we receive from all of you all of the cooperation that is possible. Whenever questionnaires may be sent to you, or whenever requests for information may come to you, you may feel perhaps that some of these things are not worthwhile, but there is a reason for them. And we are anxious that anything that is requested be returned to those people who ask for it. So may I ask you also, if there is any information which you feel the chairman of the research section should have that you give it to him.

I'm not going to take up your time; you've heard the chairman introduced previously in this meeting, but it is with a great deal of pleasure that I present to you the chairman of the research section, Dr. Helmer Myklebust.

Dr. MYKLEBUST. Thank you very much. We're going to move right along into our discussion and papers and this program. I want to just make a very few comments about it. The people participating in the program were told by me that it was not necessary to have a lot of statistics to present this afternoon. We wanted a discussion of certain kinds of problems of research, and whether they had specific data to present or not was not the criteria for selection for this afternoon. So, as we go along, you will see that the material we have is pertinent to problems in research. We are not necessarily trying to present a lot of statistical data at this time.

Now, our first speaker this afternoon is Mr. Lloyd Graunke, assistant superintendent of the Illinois school. The title of his discussion is simply "Research at the Illinois School." We've asked him to tell us something about it. All right, Mr. Graunke.

## RESEARCH AT THE ILLINOIS SCHOOL

(Lloyd Graunke, assistant superintendent, Illinois School for the Deaf)

Mr. GRAUNKE. Thank you, Dr. Myklebust. The nature of my discussion this afternoon is not necessarily concerned with only the research program at the Illinois school, but pertains to research problems in general as we see, or as I feel, they exist in residential schools.

For the past several conventions, especially those held since World War II, a considerable amount of program time and verbiage has been expended concerning the needs for research in schools for the deaf. The conference of executives has recognized the fact that research programs should be a definite part of the school program, and the convention, by resolution, recognized the need for research programs to supplement or complement the curricular efforts of the schools. It is my belief that the general public has become considerably more aware of the role of research in all aspects of modern life and that we educators—perhaps somewhat belatedly—have also been aroused to the needs for scientific investigation of the problems presented by children with severely impaired hearing.

It has been especially stimulating to me, as I am sure it has been to you, that the theme selected for this convention is "Toward a New Understanding of the Deaf Child." How else can we best understand him unless we become vitally concerned with promoting and organizing research programs in schools for the deaf? To me, the theme of the convention implies research. It is my hope that we can come out of this meeting with a renewed stimulation to become active in research programs in all of our schools, regardless of size. While we recognize the fact that there are research needs in all schools and programs for the deaf, I will direct my remarks toward those in residential schools.

To begin this discussion on research problems in the residential school, I would like to point out the unique position of the residential school as an environment for research activity. It offers a population of hearing-impaired children with groups almost at all age and grade levels, with hearing losses from moderate to very severe or total loss, and ages of onset ranging from congenital to adolescence. The socioeconomic backgrounds of the children generally approximate a cross section of normal populations. The children are regularly available day and night, due to the residential aspect of the program. And certainly one of the most favorable aspects of this environment is that residential schools are staffed with a number of skilled and experienced teachers and administrators whose careers have been almost entirely in the area of education of the deaf. They are available for consultation and assistance to anyone planning research in this area.

In the typical residential school for the deaf there are a great number of areas which need investigation. Some will require careful scientific or what is generally referred to as basic research. Others could well be handled by staff members or interested persons who are working on graduate degrees at nearby universities. Still others may be legitimately carried on as classroom projects by the teachers and supervising teachers. There is no need for the term "research" to conjure up visions of ivory-towered universities or bespectacled scientists cloistered in remote laboratories having little contact with reality. Research, regardless of who conducts it, is concerned primarily with a careful, studious inquiry to determine facts related to a

given subject so that present concepts may be examined or researched in the hope that these new facts will bring us to a better understanding of the subject. This understanding, in turn, should make it possible for us to better meet the needs of our students. If we do not engage in research in our efforts to meet the needs of deaf children, we do not deserve the right to tamper with their lives. For I feel as Dr. Silverman did when he stated at a meeting this past year, "Failure to do research where it is needed is immoral."

At this point I would like to add one word of caution. It is extremely important that anyone planning research activity should seek the assistance of trained research personnel, if he or she is not experienced in research techniques. I am afraid that a great deal of good research material has been wasted due to the fact that the person doing the project was not sufficiently experienced in research methods. A study properly designed according to recognized research methods can save a great deal of time and effort, especially when the time arrives for analyzing the data obtained. This is not meant to frighten the school staff from attempting research projects, but rather to prevent disappointment and loss of valuable information from improperly designed studies.

If we are then convinced that research activities are a legitimate aspect of the overall program of a school for the deaf, let us consider what problems in such a school lend themselves to investigation by research methods. First of all, before we accept a child for admission to our schools we generally obtain some information about the child. Let us call these intake studies. Although intake studies themselves may not be classified as research projects, the information which we obtain about the child from the intake studies is extremely valuable to anyone who attempts to do research involving the subject.

Some schools have field workers or case workers whose job it is to obtain family histories, information about the child's hearing loss, his educational background, and other pertinent facts which help to identify and to give us a more complete picture of the child when he is admitted to the school. In the Illinois school, our intake studies are executed by social workers from the regional offices of the department of public welfare throughout the State. These workers have been trained in the skills of obtaining by interview pertinent prenatal and postnatal medical and social histories and of family relationships regarding the subject child. They are also oriented to the program of the school and are in a position to help the parents to get a beginning understanding of the problems introduced by their child's deafness. Otological examination reports and any previous school report which might be available are also obtained by these workers.

We have found these intake studies invaluable in our entire school program. Problems of school placement, adjustment, referral to other agencies or services and research activities invariably involve an investigation into these histories. Most of this information can be obtained from good, detailed intake studies. I would therefore consider intake studies or detailed case histories as a very necessary part of a research program.

Following the obtaining of good intake studies we will find ourselves confronted with the problem of analyzing and classifying the child's educational problems. It is almost trite to say that here is an area in which a vast amount of research is needed. Primarily the need is



for identifying these educational problems and of providing instruments for measurement of the severity of the problem.

In the first place, it is necessary to determine whether the child has a hearing loss and the severity of the loss. Although a number of very fine instruments and techniques have been developed, we still do not have a positive means of identifying the amount and character of hearing loss in a very young child. Otological examinations still leave much to be desired. Most children are referred during their preschool years when parents find that their child has not developed the use of speech at about the time most children do. Unfortunately this is also the age when the child is too immature to participate voluntarily in the usual techniques used for testing hearing in older subjects. Several techniques and devices are now used in an attempt to obtain this information but none has yet been perfected to the point where it can be used as a standard technique. Experimental research is urgently needed in this area, and much of this could be done in a school for the deaf provided that competent people in the area of psychophysical research were available to direct the studies. Such schools could provide an excellent population for such a study and should therefore promote this type of project. Validation of such studies could be done by enlisting the help of trained classroom teachers to determine whether the original diagnosis was correct.

In addition to needed research in the area of assessment of hearing there is need for more investigation in the area of psychological tests. Though some new instruments or tests have appeared on the market, additional research is necessary to make more positive identification of the level of ability of deaf children. It is also necessary to be more accurate in ruling out mental deficiency, emotional disturbance, and brain injury in these children. Since many of the behavioral patterns of these above types of problems resemble those of the deaf child it is most important that they be ruled out before assuming that a child is deaf. Or, if these other factors cannot be ruled out, it is highly important to the teacher and others concerned with meeting the needs of these children, that we know to what extent other factors will affect the child's educational progress.

Research of this type comes within the area of clinical psychology. But there are very few clinical psychologists who are oriented to the problems of the child with severe hearing loss. Here again, is an opportunity for the residential school for the deaf to perform an invaluable function. The only way a clinical psychologist can become oriented to the problems is for him to have the opportunity to live and work with the type of children we have in our schools. With the assistance of administrators and of staff members they can be given that opportunity. Only by opening our doors to these people and inviting them to assist us with our problems will we ever be able to benefit from their knowledge and skills. If we are making an honest effort to meet the needs of the children under our supervision, we need have no fear of what these specialists may find in our schools. On the other hand, it is very likely that they will give us considerable insight into individual problems which affect the child's school progress.

Immediately upon admitting a child to our schools we are concerned with the problem of communication. For that is the principal handicap of the child with severe hearing impairment. Without his sense

of hearing, he is seriously impoverished in his efforts to maintain contact with his environment. If his vision is good—and frequently it is not—he can maintain visual contact with the world around him, his family, home, neighborhood, toys, and so forth. Having this visual contact, the normal child desires and obtains communication through speech and hearing. The deaf child, however, undoubtedly desires to communicate in some way, but never having heard others communicate by speech, he begins to use gestures to get across his ideas. At this stage of the child's development we have an excellent opportunity for research projects. With a young alert mind, and a child eager for experiences—what an excellent opportunity for experimental projects in the development of language through the use of speech and lipreading, auditory training, and beginning reading. I would even like to suggest that a very interesting experimental project for an enterprising teacher could be set up in the teaching of speech and lipreading with a young deaf child of deaf parents who understands signs and some finger spelling. Such a child, having developed a functional form of communication with its parents, might have an excellent foundation in concepts for the development of oral language.

Experimental research projects in the development of communication could very easily be carried on by skilled teachers under the guidance of experienced educational research personnel. It might even be possible that someone in this convention, listening to this discussion, could go back to her classroom and develop a more functional approach to the teaching of language than the Fitzgerald Key, the McKee system, Wing Symbols, or the Barry Five Slate system. Though the pioneers who developed these systems were never recognized as such, they were research people in their day. They were willing to experiment in their classrooms and to devise methods of teaching language, though probably they did not have the training and background in scientific research or in educational psychology which is available to us today. The important idea which I would like to get across to teachers and administrators is that all of us should be research-minded, constantly alert to the possibilities for research in our everyday activities.

In addition to research problems in the area of speech and language for the deaf at the classroom level, a great deal of basic research must still be done in the area of psychophysics. For instance, it is recognized in the literature, that the incidence of defective visual acuity is high in large groups of deaf children. The question arises whether these are defects of mere acuity or of visual perception of forms, shapes, sizes, or perspective. Are these defects of peripheral or central origin and what are their etiologies? How do these visual defects affect the child's acquisition of language when vision is his primary sense of communication at a distance? Answers to these questions may be found if schools for the deaf will recognize the need and promote this kind of activity among research personnel in nearby universities.

Similar basic research must still be done in the area of audition. For instance, many of us believe that the use of auditory training will improve the efficiency with which a child acquires speech and language skills. Others in our midst believe that the use of auditory training equipment with so-called deaf children is a waste of time

and money in a school for the deaf. Though the proponents of auditory training may cite case after case of children with severe hearing impairment who have developed usable hearing, their arguments will be of little avail until they can show data proving that the use of auditory stimulation along with visual and other stimulation actually improves efficiency in the learning process. Experiments of this type can very easily be set up in residential schools for the deaf where groups of children of similar ages and grade levels are available as subjects.

Other research is needed to determine the causes for failures in lip-reading, speech, and auditory training. Most of us now recognize that these failures are not necessarily correlated with intelligence or amount of hearing loss, or age of onset. There are additional psychological factors involved in the learning of these skills which, if we could properly understand them, would help us to modify our teaching techniques so that we would have fewer failures. Perhaps the research into the problems of vision mentioned earlier would give us some insight into this problem. Here again I must emphasize that research of this type must be done by skilled research personnel, but the residential school offers an excellent environment for such projects.

Moving next into the problems of curriculum, we find another extremely fruitful research area. We are constantly faced with such problems as the educational retardation which occurs in the intermediate or approximately third-grade levels of our schools. What factors are involved in this retardation? How can we best overcome these problems? It is possible that properly directed research could find some of these answers. What about the slow-learning deaf child? Here again is an excellent opportunity for a skilled teacher to develop by classroom experimentation, a curriculum to meet the needs of those deaf children with lower mental ability. The University of Illinois is carrying on such a project with slow-learning hearing children.

Additional research is needed in the development of curricula for the upper grades. Since the larger percentage of our students either drop out of school before graduation or do not have the ability to continue their schooling on the college level after graduation, perhaps we should critically examine our curriculum to determine whether we are meeting the needs of the majority of students in our schools. By the same token, are we offering the best kind of enriched program for those who desire to go on to college? Information received from those in charge of admissions at Gallaudet College leads us to believe that the residential schools are not adequately preparing their students for college entrance. The dropout rate during and at the end of the preparatory year is high. Curricular research for the upper-grade levels should also include the investigation of our vocational programs. Are we adequately preparing our boys and girls for placement in available occupations within their ranges of abilities? Followup studies are necessary to evaluate these programs in the light of the success or failure of our graduates and dropouts in their efforts to establish themselves in a career.

The fourth and final area of research problems which I would like to mention is that of mental health. It is an old axiom in physiology and biology that growth and development occur more rapidly and completely in a healthy environment. This same axiom can be ap-

plied in the area of education. Educational growth and development will occur more quickly and thoroughly in an atmosphere of good mental health in the child. In order to be able to help the children entrusted to us to acquire good mental health, we must understand what is involved. Much can probably be learned by studies of the development of personality in deaf individuals. Some efforts in this direction have been made by Dr. Myklebust. However, additional work is necessary before we can get an adequate picture of the development of personality in the deaf child. Other information may be gathered from studies already suggested in the areas of perceptual and conceptual functioning as they are related to children with severely impaired hearing.

The importance of a good, healthy mental environment for the education of deaf children is well illustrated by citing a case which has recently been brought to our attention in the Illinois school. This boy had entered our school at the age of 5. He had previously attended another school and was transferred to our school, presumably because his mother was not satisfied with his progress. The mother had told our intake caseworker that the other school was opposed to her son's transfer and requested that no contact be made with that school. The parents were divorced, and no contact with the father had been made by the intake worker.

At first, the child made a good adjustment in the dormitory, although he learned very little during this period of oral instruction. He would not conform to ordinary schoolroom routines. At the beginning of the third year he was placed in a manual class, where his adjustment became steadily worse as the year went on. This transfer involved a change in dormitory and during the year he regressed in his social contacts until at the end of the school year he was entirely out of contact with other children and adults. The school psychologist received a call from his deaf teacher during the closing days of school asking her to come and observe the child. The teacher was afraid the child was losing his mind. In discussing the case it was learned that the child would do nothing the teacher wanted him to do, had temper tantrums if she attempted to use pressure with him, and that he did nothing in the dormitory but walk in circles.

During his fourth year in school the psychologist took the child for play therapy twice a week. Progress in these sessions was very slow, but some was shown, although the therapist never felt that she had a very good relationship with the child. During this year some progress in the dormitory situation was noted but none in school. His teacher wished to have him sent home, as she thought him to be a mental defective. The psychologist and psychiatrist considered him to be a psychotic child with a very doubtful prognosis. However, the administration of the school went along with their recommendations to continue play therapy for the rest of the year.

During the fifth year the child was placed in a class under a man teacher. His dormitory adjustment continued to improve, and he was not as great a problem in school, but still did not pay attention or learn until the second semester. At this time a rather startling change seemed to take place, with the child showing a wish to participate with the class and to learn. The children in the class were aware of the change. Previously his sign had been "stupid," but the children changed their sign for him, saying that it no longer fitted him,

and he was not stupid. At the usual awards program at the close of school this spring, this boy received the class award for the most improvement during the year.

In reviewing the case study and record very carefully, the staff was struck with the fact that the child had only shown progress under men instructors and seemed to have better relationships in general with men than with women. This suggested an interesting question as to whether the child's father was really the abusive, bad character the mother had pictured to the intake caseworker. After contacting the previous school, we learned that they had actually recommended the residential school to the mother and that the father was not the "black character" that the mother had depicted.

This case actually points up two factors which I have stressed in this discussion—the necessity for complete and detailed intake studies and the place that mental health has in the educational process. It also shows the need for research in the area of individual problems as well as projects involving groups. We intend to obtain additional background on both the mother and the father and at this point our prognosis for the boy's adjustment is very hopeful.

In this discussion I have tried to point out research problems in the areas of intake studies, communication, curriculum and mental health in residential schools. But the most important point I would like to leave with you is that research should be a definite part of every school program and should be a part of the good teacher's classroom activities, leading toward a new understanding of the deaf child. [Applause.]

Dr. MYKLEBUST. I'd like to make the following announcement. The section on principals and supervising teachers will meet promptly at 4 o'clock in the library.

We go on now to our next discussion. This will be given by Superintendent Hester of the New Mexico School. He's going to discuss the use of achievement tests. Mr. Hester.

#### THE USE OF ACHIEVEMENT TESTS

(MARSHALL HESTER, superintendent, New Mexico School for the Deaf)

Mr. HESTER. Dr. Myklebust, fellow teachers, and friends, I hope you will forgive me if I tell you of a youthful researcher about whom I have heard. He was about 11 years old, maybe fourth grade, and when he got home after school this afternoon he said, "Mama, where did I come from?" And Mama said, "Well, now Honey, why do you ask that?" And he said, "Well the teacher assigned us to write a theme, and I have to write a theme on the topic 'My Origin,' and I'd like to know where you got me?" She says, "Oh Honey, I got you down at the hospital." And he immediately realized that he wasn't getting full information, so he dropped the matter and went over to grandma's house nearby and said, "Grandma, where'd you get mama?" And grandma said, "Well, the stork brought your mother." So he recognized another dead end, and he said, "Well now, where'd your mama get you?" And she said, "Well, I'm not right sure, but I think my mother found me in a hollow log out in the woods." So he gave up and went over and wrote a little theme and turned it in; and when the teacher was reading it the following night she came across this opening sentence, "For three generations there has not been a normal birth in



my family." [Laughter.] That's my PTA story, I hope you like it.

I hope you'll further pardon me if we go about this matter informally this afternoon. I'd like to just talk with you a little bit about one of the tools of research which is really a very useful tool, I think, in a school for the deaf. Many of you are already familiar with the business of using achievement tests in checking up on the work that is done in your school, and perhaps if you already know more about it than I do, you'll be patient while I get along with the business.

This business of using achievement tests with deaf children is not basic research, it's merely a means of trying to evaluate what the child has accomplished and to evaluate what the school has done for the child, and in many instances, to predict what that child might do next year, or 3 or 5 years later. As I talk about the use of these tests, I'm talking about their use primarily in the New Mexico school.

Any business house that is successful must from time to time, even from day to day, check up on what it has been doing—count the cash, check up on what the employees are doing. It's very easy to go to the till and open the drawer and find out how much money is there. It's not so easy to find out the effectiveness of the radio program that the business purchases, but there are ways and means of evaluating such advertising programs. They are inaccurate when compared to the accuracy with which we can count the cash that came in that day.

In keeping up with the things that go on in our school, it's not too difficult to know how many kids are there and how much money we are paying our teacher, or what it costs for electricity, but it is more difficult to find out just what the children have done in a week, or month, or year. But there is a means of finding out what has been done and of predicting what might be done later on.

How much do we expect a bricklayer to do in a day? How many bricks should he lay up? That can be ascertained. How much do we expect a child in the public school to achieve in 1 year? You can find that out, too. How much should your children and ours do in 1 year in a school for the deaf? It's not too difficult to find out with reasonable accuracy just how far we have gone.

Now, sometimes a teacher might feel, well gee, they're giving these achievement tests to find out what I'm doing. In the New Mexico school we don't do that for that purpose because our teachers, we believe, in every instance are very effective, very purposeful people, and we are not going into the business of achievement tests there to check up on our teachers. However, our teachers are very much interested in what we find out with achievement tests, and they cooperate very greatly in that activity.

When we try to evaluate a child's work in school, it could be done with teachers' grades, which are notoriously—if you will excuse me—notoriously inaccurate. The principal can come around and sit in the classroom for half an hour and try to find out what's going on, and he can put down his findings in grades or words or however; and then we can use the teachers' tests at the end of the month. But the achievement test, if it is a good one, will objectively and without introduction of the personality of the teacher or the principal or some other person, tend to evaluate the progress of the child in school with greater accuracy than many other methods.

For many, many years some schools for the deaf have been giving achievement tests to all of the children who are able to take them,

those who are old enough to read, about the second grade. In many schools the Stanford achievement test is used and that's the one we use in Santa Fe. Other schools use other achievement tests with equally good results. We have found over the years that the average child who takes the achievement test, that includes all of them, the slow classes and the manual classes and the special classes and all of those who are old enough to be exposed to the Stanford achievement test, primary form, intermediate form, advanced form; we've given those for many years and we find that, year in, year out, our youngsters will make about six-tenths of a year compared to public-school children. That means that some years they will make about seven-tenths, other years perhaps five-tenths of a year.

Someone asked me one day, gee, do you have all those teachers out there for that handful of children just to make half a year's progress in a year? Yes, that is so. We find that the original idea of using achievement tests to evaluate what we have done, to predict what might happen later, is not the most useful of the results of those tests. Originally we started making a graph of Stanford achievement tests. You can't see these. I have several of them here and I'm going to lay them on the platform after while, and if you wish you may look them over.

We started making these graphs many years ago to plot what had been done in reading, arithmetic, and so on, year by year by year, and we soon found out that we could look at a graph after several years and tell with considerable accuracy what that child would do several years later. And we thought that was very fine. And then in order to get the child to carry on with what he was doing the best way he could, we would sit down and show him his graph after several years and say, now you have been doing very well in school each year, but each year gets harder, and so next year you're going to have to work harder, and you're a little weak in arithmetic, or English, or this, or whatever it was, and we are hopeful that this next year you're going to attempt to keep your graph up, and particularly get up this green line in reading. Perhaps that talk would go on for quite a while, depending on the child and the graph and so on.

Little by little we came to find that the children were more interested in the appearance of this graph than they were in getting A's and B's or C's and D's. They were more interested in seeing progress on this graph than they were in any other approach to their progress or the lack of it. And little by little we have come to see that this graph is one of the most powerful means of motivating hard work in our junior and high school pupils.

Each year a number of schools for the deaf give the Stanford achievement test to their boys and girls; make up charts showing the grades for each child, and then we exchange those among the several schools so associated. It's very interesting to get this bunch of charts that come in from school A, or B or C or wherever, and go to the file and dig ours out and compare them and see how much worse we are than they are. It's very interesting to our teachers to see these materials. We do not show them to the pupils. But it is very good motivation for the superintendent and the principal and all the members of our faculty to know just how they grow things over somewhere else. And we have been very, very happy with the results we get from the exchange of Stanford achievement test information with other institutions.

I have here the copy of the report for our school for this year. We do not point with pride to these figures. They are lower than usual for us, but this is what happened, and it's just like the businessman who goes and counts the cash in the till at the end of the day. If there's not too much in there, he doesn't like it so well, but there's nothing he can do about it except to decide that tomorrow or next year he's going to do better.

I'll just go at this very hurriedly. For example, one of our sixth grades, in which there are eight pupils, made an average gain per pupil of .67, which is more than we expect on the average. A special class, a conglomerate group of eight pupils made an average gain of .24, twenty-five hundredths of a year, one-quarter of a year in a year. Now if you were the teacher of that class and I read this information here, you might feel bad about it. But we think that class did fairly well for the material that's in the class.

There's another group of seven that made an average of .77. But taking the whole thing, on the whole, the whole school, all those who took the Stanford achievement test, 50 pupils in all, made an average gain of .55, just barely more than half a year. Next year perhaps we will do better, we certainly hope we will.

Now it would be my pleasure to talk with you at least for an hour about Stanford achievement tests and how they are used. We find them exceedingly useful as a means of motivating the steady habits and schoolwork habits of older boys and girls. We find them very useful in predicting what youngsters may later go to college. We find them very useful in helping teachers to evaluate their work.

It's been a pleasure to talk to you about Stanford achievement tests. [Applause.]

#### THE ADMINISTRATOR AND RESEARCH IN SCHOOLS FOR THE DEAF

(Dr. IRVING S. FUSFELD, dean, Gallaudet College)

At the meeting of the convention in Fulton 2 years ago the writer presented a paper on Needed Research, What the Schools for the Deaf Can Do About It. On that occasion reference was made to a number of broad general problems, basic in education of the deaf, that are fertile field for research exploration, problems that in the absence of scientific investigation continue to defy solution. Among the matters that remain undetermined are the development of language proficiency in our pupils, the results in speech training, the slackening of momentum after our deaf children have gotten off to a flying start in the early school years and the aftermath in which we see so large a proportion of them dropping out of school before they have completed the elementary course, the relative value of preschool training, the ultimate outcomes for the pupil in the day school setup measured against what he can obtain in the residential school organization, the slant of the educational program favoring factual knowledge rather than human values. Is the vocational part of the school program justifying itself; are we on the right track with our methods of teaching; is the curriculum structured in accord with sound principles of learning, or is it still moored to the dictates of an ancient yesterday? Can our schools justify mixing hard-of-hearing children with deaf children in the same classroom, that is, not simply on the grounds of expediency? What are the essential reasons for the acknowledged

educational lag in our schools for the deaf as measured by standard testing? And the study of the adult deaf, why should not this very important field be entered with the lamp of research?

These and many related matters are still practically virgin field for the inquiring mind supported by the methods of science.

As has been previously pointed out, research procedures are being applied on a very broad front in education in general. The yearly listing of the many projects under way in the schools of our Nation, projects seeking solution of the perplexing problems in those schools, is merely a sign of tremendous ferment among educators, expressive of a demand for more efficient results. Precisely the same principle should be moving us in work with the deaf.

Research in education of the deaf has to this point been productive, but far too sparse to meet the many real needs. For one thing it has been too sporadic in nature, the efforts have been isolated and unrelated. In the main it has been pocketed in the endeavors of students seeking advanced degrees, by individuals who on the whole lack orientation in the experience of the subjects they study, the deaf. The approach so far as concerns research lacks overall organization and unified attack when it should instead enlist the resources and the energies of the entire fabric covering schoolwork in education of the deaf.

Few will deny that research is the door that will open up many of the problems which baffle us. In that case we need only a concerted plan of approach and then action to bring it to realization.

We move now to consideration of the role of the administrator in relation to research in schools for the deaf. It is no exaggeration to state that this officer must assume the key position. His importance in the situation is nonetheless critical even though he himself does not engage in the mechanics of the research function.

In large measure the impetus, the prompting, must come from him, for he more so than others is in the position to note where the need lies. The extent to which he recognizes the need is a measure of his vision, the extent to which he goes about setting up the research chain reaction is the measure of his administrative effectiveness, and finally the extent to which he is willing to apply results, even if they point contrary to previously held tenets, including his own, is a measure of his real courage. All of these are attributes the successful administrator should be expected to cultivate. All of this adds up to a good deal of responsibility in the administrative position so far as concerns obligation in the matter of research movement.

Let us examine each of these lines of responsibility.

It is common knowledge that the executive head of an institution must exercise abilities in many lines. He must be an educational leader. He must be an expert on matters of health. He must be versed in the general principles of psychology. He must be something of an engineer, a businessman, one who is conversant with vocational problems, and one who knows more than a smattering of the law; in all he must be a person of many parts, and his responsibilities cover much of the gamut of human relationships even in a school of moderate size. It isn't strange, therefore, that we must look to the same person for leadership in research. This leadership must be expressed first in the domain of ideas. It is he who must steer the school clear of the shoals of complacent acceptance of routine as it has



been. It is he who must provide the stimulus of dissatisfaction with "old school" dictates, who must be willing to submit even hallowed concepts to the test of experiment conducted under painstaking and unbiased investigative methods. From his thinking, since he is in a position to observe the overall situation, must come the suggestions to spark the activities of the researchist.

But ideas are innocuous unless they are translated into substantial reality. Here once more it is the administrator's responsibility. He must move with decision. As noted above, the research program will make little headway if it is left to the chance activity of candidates for the doctor's degree. It should be a well-organized and continuing activity of the school, as much a part of its total policy as the work in the classroom itself. To make it effective in this respect is the responsibility of the administrator. It is his charge to obtain the necessary funds to bring it into efficient operation, to organize it so it will function with adequate personnel, housing, equipment, and apparatus. The research laboratory should be for the administrator as much a concern in the preparation of the budget as in any other unit in the structure of the institution. It is less than a halfway measure to set up a research department and then emasculate it by providing it with inadequate facilities. There must be ample quarters, sufficient trained personnel, as well as secretarial and clerical assistance.

An important caution at this point is that the administrator must resist the temptation of calling on the research department for duties that are essentially nonresearch in nature; there is no surer way to suffocate the department. The practice in industry is a wholesome example. The large concerns could not afford to do without their carefully organized, well equipped, and abundantly supported research units, units devoting all their energies to the single-minded purpose of discovering new and better methods of production. The experience of the business executive has proved this to be a necessary and profitable function of any successful enterprise.

Another caution in the administrative sphere is called for in this connection. This pertains to the school policy in the keeping of records. It takes a prodigious amount of data to keep the mechanics of research working effectively. A school for the deaf includes a great multiplicity of activity, each part of it a potential avenue for investigation, all of it of value to the inquiring mind of the research worker, all of it fuel with which he constructs his working data. It is the responsibility of the school, then, to give heed to keeping accurate records of every one of its functions. Proper attention to this need can make all the difference between effective and desultory findings.

No doubt the administrator is aware of the contagious effect an interest in research he manifests may have upon his own school staff. His leadership in this respect may be of an indirect nature, but it can nonetheless be very potent. This sort of encouragement may not only yield fruitful research outcomes but it may be the stimulus needed to uncover research aptitude and investigating talent in staff personnel where none was previously suspected. The administrator may be instrumental in arousing research interest in the same indirect manner by extending his enthusiasm beyond the borders of his own school in the frequent opportunity he has on speaking occasions



before university groups and even civic organizations. The key is to be found in his constant alertness in carrying the message.

It is the burden of the administrator to carry out the school policy he is instrumental in formulating. This responsibility refers also to the area of research. It would be a loss if the final thinking that comes out of the research laboratory is relegated to the archives of the library there to gather dust. The findings that come out of the crucible of research should not only merge into the philosophy of the school's leadership and in addition be given the widest professional circulation, but they should also be put into practice. This calls for forthrightness, a kind of daring that can result in great gain in the education of deaf children. This is indeed a challenge to, and a stamp of, the really progressive administrator.

To illustrate the force of our argument to this point let us take a simple question and pursue it in the light of its research possibilities. Whereas in the general educational field higher education has been opened to vast numbers of youth in our Nation, why is it that among the deaf the same movement has lagged perceptibly? We have tangible evidence that deaf persons are capable of higher intellectual attainment. It would obviously prove an asset if we could develop the maximum possibilities of all our human resources. This should be a fundamental responsibility of the administrator in every school for the deaf. Does the school have this as a conscious part of its administrative policy? What are the elements thwarting the fullest development of the same policy? What should the administration do to achieve more effective outcomes in this one direction? The administrator himself cannot undertake the varied experimental and thoroughgoing studies to provide the answers. He will have to set up adequate research activity with the appropriate instrumentation. Even the byproducts of such effort can be extremely valuable, as has been amply proved over and over again in industrial research. For instance, if the mainline of study indicates that premature leaving of school is one of the deterrents to increased opportunity for advanced education among the deaf, the research laboratory could well devote energies to determining the factors underlying that problem. Since so many pupils drop out, the school cannot afford to maintain a complete system of academic preparation for the few that remain to complete the course. With the underlying reasons brought out by the piercing light of research, it would follow that the administrator could move to correction of the situation. If the administrator could locate the covering answer or answers to even this one question, there could result important strengthening effects upon the entire structure of the school. The possibilities are indeed many.

In some respects our schools have not kept pace with the advances of science. With the development of the proper mechanical devices we are finding new avenues to the mind of the child who though he has impairment of hearing cannot yet be classified as deaf. For lack of educational provision otherwise, these hard-of-hearing children are being gathered into schools for the deaf. To have these children taught in classes, or in the school for that matter, originally organized for deaf pupils may strike some educators as an outright offense to the best interest of both types of children. It is quite essential for the courageous administrator to institute the necessary research to determine if this policy is an iniquity or a justified expediency.

The convention at its Fulton meeting in 1951 gave expression by formal resolution to the need of extended and coordinated research effort. Since then the president of the association has moved to appointment of a council to be known as the Research Council in Education of the Deaf. (The members of this council: Dr. Richard G. Brill, superintendent of the Southern California School for the Deaf; Dr. D. T. Cloud, superintendent of the New York School for the Deaf; Dr. Edna S. Levine, psychologist for the Lexington School for the Deaf; Dr. Helmer R. Myklebust, director, Children's Hearing and Aphasia Clinic, Northwestern University; Dr. S. R. Silverman, director, Central Institute for the Deaf; Mr. Roy M. Stelle, superintendent of the Texas School for the Deaf; and Dr. I. S. Fushfeld, dean of Gallaudet College, chairman.) The prospectus of action for this group includes the following functions:

(a) Collection of suggestions that could be woven into a full-scale continuing master research program covering education of the deaf as a whole, including related problems growing out of impairment of the sense of hearing;

(b) Organization of committees on research among the staffs of schools for the deaf;

(c) Establishment of affiliation between schools for the deaf and nearest university or clinical centers for the effective development of allotted portions in the major master plan of research;

(d) Effort to obtain needed financial support in carrying out approved research projects;

(e) Provision for adequate publication and distribution of research findings.

The program thus initiated by the convention has found support in the Conference of Executives of American Schools for the Deaf. The latter organization has had its own committee on research, but it has moved to merge the functions of that committee with those of the Convention Council on Research in Education of the Deaf.

The watchful administrator's mind is ever a restless one, never satisfied that the ultimate has been achieved. He must set his objectives always beyond what is now going on on the stage under his direction. Even if he is not originally so moved himself, he is impelled by the driving competition of other schools and other administrators and of other educational areas to set his sights high. He will find in the promotion of research activity a sure source of help.

Dr. MYKLEBUST. We have had a discussion of research needs, research program in the school for the deaf by Mr. Graunke, we've had a discussion of achievement tests, use of achievement tests, by Mr. Hester. We go on now to another area. Dr. Clarence O'Connor of the Lexington School is going to discuss for us a project in the use of hearing aids, a project they have had in progress at the Lexington School. Dr. O'Connor.

#### AN EXPERIMENT IN USE OF HEARING ACOUSTICIZING OF A CLASS-ROOM IN THE LEXINGTON SCHOOL FOR THE DEAF

(Dr. CLARENCE D. O'CONNOR, superintendent, Lexington School, New York, N. Y.)

Dr. O'CONNOR. As the century nears the completion of its cycle—1867-1967—one can look in retrospect and see educators attacking the barrier of deafness in three progressive steps; first in methods, secondly

in the application of electronic instrumentation, and thirdly in the improvement of the physical environment of the classroom itself.

This paper deals with the third phase of the above-mentioned factors reporting a pilot study in acousticing a classroom at the Lexington School. Its purpose is to ascertain the possible extent to which a specially sound-treated classroom will affect the hearing discrimination acuity of a class of typically deaf children together with the assumption that the potential for learning will be increased. Just as the normally hearing person has difficulty interpreting speech in a highly reverberant area, such as a large hall, to the auditory handicapped it is an infinite task.

Before presenting the actual data of this research, let us review briefly some of the elements of sound. It can be defined as wave motions in the air produced by any vibrating body. These waves travel at definite speeds and if their frequency (number of vibrations per second) and intensity (force) are within a certain compass, they produce the sensation of hearing.

Hearing measurements have indicated that the normal ear is capable of receiving an incredibly large range of sound intensities with the loudest sound that the normal ear can hear, without a pain sensation being about 1 trillion times the intensity of the faintest audible tone. For convenience in calculations the decibel has been devised which is a unit for measuring the established ratio of any two amounts of acoustic or electrical power. Acoustic power is in actuality, sound intensity, hence the same unit of measurement is used. Specifically the number of decibels denoting the ratio of any 2 sound intensities is defined as 10 the logarithm (an exponential function) to the base 10 of that ratio. From mathematical computations one can see that a child with a comparatively slight loss of 60 decibels must have a sound intensity 1 million times louder than the slightest sound audible to a normal ear in order to hear, let alone decipher; whereas a loss of 90 decibels necessitates an increase of 1 billion times.

The manner in which the normal ear responds and converts sound waves of different frequencies and intensities into sensations of hearing is quite complicated; for example, two sonifications having the same intensity but different frequencies may not respond equally loud nor does it necessarily follow according to Fletcher and Munson<sup>1</sup> that one sound having twice the intensity of another sound registers twice as vociferously in the human mechanism, the ear.

Another characteristic of sound is that it may have various frequencies at the same time; therefore, the source must also be vibrating at several different frequencies simultaneously. This may be easily demonstrated by holding the end of a pencil in a vertical position between your thumb and forefinger and rotating your wrist so that the other end of the pencil moves rapidly back and forth thereby delineating two arcs, a large one at the point of the pencil "X" and a smaller one at the thumb and forefinger "Y," the combination of both motions X and Y arcs produces a complex wave. If these motions could be speeded up enough to yield an audible sound, one's ears would hear two tones together, a complex tone. Pure tone is the result of just one frequency; thus we can say that practically all sound that we hear every day is of the complex variety.

<sup>1</sup>Fletcher, H., and W. A. Munson (1933). Loudness, its definition, measurement, and calculation. *Journal of Acoustical Society of America*, vol. 5, pp. 82-108.

The understanding of speech likewise depends on the ability of the ear to distinguish between different tone qualities. Each vowel has a characteristic set of overtones whose frequencies are determined by the shape of the mouth cavities. Consonant sounds are usually higher in frequency and may contain overtone frequencies of 10,000 cycles.

It is these above-named ramifications of sound that complicate its application to the process of deaf education. For many years increased amplification with high fidelity was sought, the results of which were at times undesirable. Today we realize there must be a suitable receptacle, an acoustical classroom, or the acme of teaching and instrumentation goes for naught; for in an area highly reverberant, which is the characteristic condition of most of our classrooms, each sound continues indefinitely. This results in a "slurring over" effect and thus speech, under these conditions, becomes anything but intelligible to the listener. If one were to take a school classroom, large or small, and give it enough acoustical absorption so that each word would die quickly, then each syllable would be heard individually and distinctly. It is a reasonable assumption that what helps people with normal hearing so greatly, will also be of benefit to deaf children and particularly those who use group hearing aids.

Acoustical treatment of rooms in the past in schools for the deaf went too far in the direction of improper placing of sound absorptive materials, and of introducing too much "blanketing" in the middle frequency range, leaving the lower pitched sonifications practically unassimilated. This is a mistake which is made clearer when one realizes that most deaf children have their greatest loss generally in the high and middle frequency range. Certainly this is true of the children at the Lexington School.

In approaching our project, two other important facts were recognized:

1. That the lowering of reverberation time of any sound results in a loss of power of that sound; yet in spite of this slight disadvantage the shorter reverberation time is felt by the participating teacher to be a positive element. In a room that has been well acousticalized, a sound may be objectively minimized 10 decibels, while a sound of 20 decibels of less input may be heard imperfectly; whereas before treatment the louder signal might have been indistinguishable.

2. The shorter the reverberation time, the less any noise as differentiated from signal is found to be annoying or to interfere with good understanding.

The above two basic considerations are, of course, founded on the observations of people with normal hearing. They should be even more important and significant in the education of those with impaired hearing.

Our plan for carrying out this experiment dealing with the effects of better classroom acoustical conditions involved the following steps:

1. *The selection of the room to be acoustically treated*

The classroom selected was located on a courtyard and was relatively quiet except when children were at play. It measured 22 feet 4 inches by 13 feet 9 inches by 14 feet high. It was equipped with 2 long blackboards hung on opposite walls—one 22 feet by 4 feet 4 inches, the other 21 feet by 4 feet 4 inches. There were 2 windows on the court side of the room, each 29 inches wide by 9 feet high.

*2. Measurement of the acoustical characteristics of the experimental room before treatment*

The acoustical characteristics of the experimental classroom at the various frequencies of sound in cycles per second were determined within a reasonable degree of accuracy by methods of calculations together with more exacting physical measurements carried out by means of sensitive electroacoustical equipment. While mathematical calculations permit a reasonably close prediction of reverberation time, actual electronic measurement records conditions objectively. Readings were made with equipment designed and manufactured by Audio Instrument Co. of New York City with Mr. Goodfriend acting as the recorder. We are also indebted to Dr. H. Munchhausen, nationally known acoustical consultant, for his interest and guidance in the project.

*3. The ability of an experimental group of children to hear in the experimental classroom before this room was properly treated acoustically*

The class used for this experiment consisted of 10 normal female children with a chronological age range from 7.11 to 9.8, I. Q.'s from 106 to 130 plus, together with hearing deficiencies in the speech range extending from 61 decibels to 98 decibels.

It was decided in this pilot study to make subjective measurements through the use of word lists developed by Miss Quick in her survey at the Clarke School and reported in the *Volta*.<sup>2</sup> These word lists were scrambled in their respective vertical columns with different call words for each test given. The tests were group given in 3 approaches and repeated 3 times before the room was treated. The first trial approach was dependent on hearing alone, the second on speech reading ability, and the third a combination of the first two.

*4. Acoustic treatment of the experimental room*

A basic aim in acousticizing this room was to bring about a substantial reduction in the reverberation time of the sounds in the range of greatest hearing loss which means, of course, in the high-frequency range generally with the greatest amount of reduction in reverberation time being provided in the low-frequency range where hearing loss was not as pronounced but where most of the background and sudden interference noises appear and tend to make the understanding of speech an arduous process.

As the very poor reverberation time in this room was due mainly to the height of the room, it was necessary to construct a dropped ceiling. This was done by using the "Accessible Zee Spline" movable tile system of mechanical suspension. "Acoustone F" tiles 12 inches by 24 inches by  $1\frac{1}{16}$  inches manufactured by the United States Gypsum Co., plus 40 percent coverage of "Z" rock wool with the kraft paper inserted on top completed the ceiling treatment. The two long blackboards were moved away from their supporting surface to provide an airspace along the bottom line of each blackboard of not less than  $4\frac{1}{2}$  inches and not more than 6 inches between the back of the blackboard paneling and the plaster wall. Along the anterior extension, the blackboards were also tilted very slightly forward so

<sup>2</sup> The *Volta* Review, January 1953, pp. 28-31.



that the top line of each was pitched into the room at least 1 inch, but not exceeding 2 inches as compared with the base line. Fifty percent of the airspace between the blackboards and the wall was covered with 2-inch rock wool to further dampen the low frequencies as well as break up any standing wave patterns in the room. The two windows on the courtyard wall were "boxed in" to facilitate proper ventilation. The floor was left untreated.

*5. Measurement of the acoustical characteristics of the experimental room after it had been treated*

Before the room was acoustically treated the reverberation time of sound was 1.4. After treatment the reverberation was 0.5.

*6. Testing*

The ability of the experimental group to discriminate spoken word lists after the room had been acoustically treated. The same procedure and order of testing was followed as described in No. 3.

### CONCLUSIONS

It is fully realized by all those connected with this small study that this experiment is naturally not fully conclusive. The sampling has been too small and the participation time, 7 weeks, too short. In spite of this, however, certain benefits were apparent:

(a) The teacher and the pupils reflected less fatigue at the end of the day.

(b) The children have indicated that they wish to have all their extracurricular tutoring done in this room since they like this effect.

(c) The pupils now tell the parents that they hear better in this classroom under the improved acoustic conditions.

(d) The pupils gave evidence of this being true by the fact that of their own volition they turned down their individual volume controls of the group hearing aid to a lower gain than the position maintained prior to acoustic treatment.

(e) Hearing aid sounds more natural than before. The signal to the noise ratio is improved.

As a result of the word list tests given to these pupils, it was found that three scored showed no change in ability to hear under the improved acoustic conditions; the balance seemed to indicate that they discriminated better in the acousticed room.

The conclusion of this experiment is that certain distinct benefits will result from the proper acoustic treatment of not only classrooms but public rooms such as dining rooms and playrooms used by children with impaired hearing. These benefits also will prevail for the teachers and other workers in these areas. It is an expensive process but the results justify this progressive approach in providing better conditions for our deaf children.

Dr. MYKLEBUST. We are going to continue with our research discussion as soon as you people get settled there. I'm going to take a few minutes this afternoon to discuss some results of a study in a different area than the one we referred to Sunday evening. Before doing so, I should like to make a few comments in connection with research which we have in progress. I do this because I think it's important for all of us to know what each of us is doing in this connection. I'm sure you will agree with me that this afternoon we have

learned a good deal about research in Illinois, New Mexico, and in New York City.

We're very grateful to all of you men for telling us about this. Now, as you know, we do have a research section in this convention and this is the program that we have in progress here this afternoon, and we're going to continue to make more demands on all schools in connection with research; that is, with your cooperation and approval we will do so. For example, we have worked the Illinois schools so much that we've just decided we've troubled these people too much and we should use some other schools, in a way, for other scientific reasons.

So, recently we have done a study on the memory of deaf children, memory functioning of deaf children. This is turning out to be a very interesting study. It was done in the Michigan School with the help and cooperation of Superintendent Siders. We also have just completed collecting data on a study on the qualitative aspects of the intelligence of deaf children. This we referred to Sunday evening. And the reason for trying to get into this is to try to understand the mental functioning of the deaf child better.

For example, you are all aware that at the present time our mental tests, the scores of our mental tests do not correlate well with achievement. One good battery of mental tests (there are 10 tests in this battery) we have given this test to hundreds of deaf children and we've done correlations with achievement tests. You'll be interested to know that this particular test of 10 subtests isn't telling us anything above chance about the achievement of the deaf child. He has a high I. Q. but he doesn't achieve accordingly, so the teacher says what's the good of the intelligence test? It doesn't tell us anything. That's right. But now you see, we're breaking it down a little bit more and taking out specific tests from this battery and using specific tests which seem to be correlated better and making further studies of them in order that we might come up with a test which we can recommend as a good test for telling us something about the real learning ability of the deaf child with respect to achievement.

We have been working on this problem and we've just gotten our information together and we did that through the help of Superintendent Jackson reigning at the Indiana School. We have quite a few of his children in this study.

Another reason for this, I might mention now, is that I'm sure that you're all aware that at the present time we can't find much of anything that good lipreading ability correlates with. Why does one person lipread well and another person does not? This is a very challenging question. For example, at the present time again, our correlations between mental ability and lipreading are very low. Now don't misunderstand me, you have to have some intelligence in order to do some lipreading, but most children in schools for the deaf have much more intelligence than they need to learn to lipread, but even some very bright ones on intelligence tests do not learn to lipread well.

We think that we at least have a hunch of a way in which we might be able to, through the use of psychological tests, make a good observation and statement regarding lipreading ability, that is potentials for learning to lipread. At the present time we make the assumption that all children, all deaf children, can learn to lipread essentially with equal facility. I don't mean we're all making that assumption

directly, but it is sort of a tacit assumption. Now this really, of course, is not a very fair assumption for some deaf children, because some deaf children have vastly more trouble in learning to lipread than do others. And an appreciation of the differences and what is involved here would, of course, mean a good deal toward trying to develop techniques and procedures for helping those whose lipreading facility is not coming along well by our present methods.

Another study which we have just completed collecting the data on is a study of the abstract reasoning of the deaf. This one, we again called on Dr. Elstad and Gallaudet students and staff to help us with. We have administered a rather involved, sort of long involved battery of tests, reasoning, abstract tests to the Gallaudet students and we are in the process of trying to see how this is going to compare with hearing college students. We're matching these people as well as we can to see what this might tell us.

This, we think, is a basic kind of study because, if we can clarify some of the problems with respect to abstraction and abstract behavior, as we say, I think that it would have some real value for us in all of our work with deaf children.

#### THE EFFECT OF DEAFNESS ON BEHAVIOR AND ADJUSTMENT

(Dr. HELMER R. MYKLEBUST, professor of audiology, Northwestern University, Evanston, Ill.)

Dr. MYKLEBUST. This afternoon, going on, I have decided that I would not go ahead with further data along the areas which I referred to Sunday evening, but rather to go into a different area to show some results which we think are going to help many of us with a very specific problem. May I describe that problem briefly and give you some reason for selecting these data for this afternoon instead of some others, because obviously we cannot go into more than a certain number of slides here because our time is getting by us.

The reason for going into this with you this afternoon is that it seemed to me it might have some real bearing on some problems which we have been talking about all day during this convention. For example, one of the big problems today is how to determine when a child is really deaf. Now this has come up in discussions in various ways. How can we determine when a child is really deaf? I think that some of us feel that this is a pretty critical problem now because we are getting suggestions from affiliate kinds of groups which have been referred to here at this meeting before that certain techniques must be used and can be used very reliably and validly to determine whether the child is really deaf.

One of these techniques which has caused a great deal of comment and discussion all throughout this country is what is in abbreviation called P. G. S. R., that's psychogalvanic skin response or skin-resistance testing. As you know, this is being used in many centers throughout the country. I am sure that you as superintendents and principals, especially, who have responsibilities for admission of children into your schools, have encountered the report stating that the P. G. S. R. test was done and the child was found to be deaf.

We are not prepared to give data on this technique. We're going to give you some data on some other techniques, but I do want to say this, that we're using this method, and the method, briefly, consists of

the following: You use a regular audiometer, its headsets, regular audiometer, and then along with it you have the psychogalvanometer, which is a method for giving a measured electric shock to a subject, child or adult, to the child usually, at the same time while you are presenting a tone. Now, as you all know, this in general terms is called conditioning. We use the electric shock to condition the child and then of course after he is conditioned you can present the tone and you should get a reaction. Well, you say, what kind? The reaction is an involuntary one; the response is due to the sweat-gland response of the hand where you have the electrodes across here, or sometimes other parts of the body, like the foot. And after you have shocked him a few times, you see, it tends to stimulate a sweat-gland response which closes the contact here and you establish conditioning, and you are presenting the tone at the same time, you see; then when you present the tone alone, you get the same thing.

Now we have a pen-writing unit attached to this which writes, which gives us a continuous graph of this child's response while this is being done.

I just want to briefly mention that this technique as we are using it does leave something to be desired. We're finding in general that we must be very cautious about basing our entire conclusions of deafness on this procedure. There are many problems to be worked out, and at the present some of the groups which I'm going to show some data on here, like the emotionally disturbed and the brain injured, come out with results which show deafness when deafness really isn't present. In other words, these youngsters are coming out to have low responses on this equipment, but we can show by other techniques and by a lot of hard work and living with these children—we followed some of these children for 5 years, and 5 years later they are anything but deaf. Let's be careful now; it may be very useful for some children, but I do want you to know that we must be cautious about accepting this as final evidence of deafness.

Another test which is being used, of course, is the brain-wave test of hearing, that is, the electroencephalogram is being used as a hearing test. Now we find this also unreliable. This one I think we can be pretty definite about already. We just have to prove these things I've said about the other, but other centers are finding similar things. We're in touch with several centers that I know would agree in substance with what I said about the P. G. S. R. testing.

When it comes to electroencephalographic testing, of course that's the electrodes attached to the skull and as you know, it's a brain-wave test. While this test is being done, a gross sound can be produced, and if you use a gross sound and a loud one, you will produce a change in the electroencephalographic recording. But now we're in real difficulty because when you use pure tones, a definitive kind of test, you don't always get any change in the brain-wave pattern at all. Therefore, we're using a loud gross test, and these loud gross tests, of course, will show evidence of hearing in many children with severe auditory impairment. You see that. It's a loud gross test. Many of our children would respond, even though they have a lot of deafness.

Now may I simply summarize this by saying that one of the reasons that it has been necessary for us to spend many, many hard months and years in trying to develop reliable techniques for determining deafness in very young children—one of the reasons for it is that

at the present time we still are not able to say that there is one test which is going to give all the answers. It just isn't that simple. We have oversimplified the human being again when we say that it is possible to do these tests on very young children without having a certain wide range of differences of response and erroneous conclusions if we aren't careful about it.

Because of the bigness of this problem and because we talked a little Sunday night about some the problems of deafness of adults, I thought we might go to the very young child then this afternoon. So, this afternoon, we're going to run through a few data on some very young children and show you some of the things we have found in comparing them with children who have been erroneously thought to be deaf. Now, in this connection, it is clear to all of us that children are being entered and admitted to schools for the deaf who do not have proper evaluation. Now this tends, of course, to get children into schools on the basis of a presumed kind of loss of hearing, or, that is, different problems of deafness, and we're finding increasingly that this is not a good situation unless a specific program has been devised and planned in the school for this different type of child. Now what do I mean? That there is a certain large group of children with whom you are working, who have real hearing losses. They belong with you and that's your strong forte.

But now, there are some children who, because of other problems, first of all, like aphasia, will seem to be deaf. They might, under various circumstances, show very little response to sound. The type of aphasic child who is most often confused with deafness is the one who has receptive aphasia. Now that simply means this, that the hearing mechanism is functioning normally, and the sounds are traveling through the lower brain centers, auditory pathways through the central nervous system, way up to the higher centers where the sound must be interpreted. But now it is at that point that the aphasic child has trouble, and he is of course a kind of brain-injured child. He hears, but he cannot interpret what he hears.

Many of these youngsters, because of the confusion they are confronted with in everyday living, they have sound around them, they can't make sense out of it—the best way the organism can react is to deny the presence of sound; don't pay any attention to it. So they will seem very often to be deaf.

Another group that you will see, and some of you have seen and have told me about, are those children who have emotional deafness, deafness which is due to psychological conflict and difficulty. Now I'm sure Superintendent Quigley won't mind my reference to the child that he has told me a good deal about. I had the very real pleasure of meeting her, I think, a couple of years ago. And this youngster spent all of her elementary grade school years in schools for the deaf. Now Superintendent Quigley and his staff, through certain symptoms which he presented and which I was glad to have clarified today for me, recognized that this just wasn't right. There were certain symptoms of deafness such as the different vocalization, the quality of the vocalization, which were not present in this child, but this child didn't know that she could hear. Mr. Quigley saw that she got psychological and psychiatric assistance, and this child today is a hearing child. She married a hearing man and is getting along fine I'm very happy to hear. Sometimes this is hard to keep going that way. Now this is



one of the most interesting cases in recent years, in my opinion. I have a transcript of the work that was done on this child, and it is a fascinating story.

Now I've heard from 1 or 2 other people and schools throughout the country asking me about problems of psychogenic deafness in schools for the deaf. Ladies and gentlemen, it's there. The question is, how to find it. How to identify it. It's there. How do we know? I can show you some data on how many we see. There are many of them. In very early life the problem of psychological deafness is common, that is, in the kind of child who isn't developing language normally and who is presumed to have difficulty in that group, will show you the incidence. There are many of them getting into schools for the deaf. Now this kind of child does not belong there without a special program.

Mr. Graunke mentioned a case at their school who did have deafness, but this same thing occurs when later on you find that deafness isn't present.

Then of course, we have the third group, those who do not get the sound adequately because of mental retardation. If you have a severe mental retardation in a youngster, it is much more difficult to ascertain the level at which he can hear, and this is a real problem too. So, this is the reason for going into this this afternoon, because of the need for some consideration and discussion at this time which we hope will be of some usefulness to you in connection with this big area which we call the differential diagnosis of deafness in very young children.

Now, I'm going to show you a few figures through the courtesy of Mr. Brotherhood and the Audio Visual Supply Co. of Portland. We have a projector here and he's going to run it for us, so let's try the first slide, Mr. Brotherhood. Will someone over there cut the lights for us, please?

We still have 15 minutes before 4 o'clock; we're not going to be very late.

Now the first slide shows the breakdown of types of children in our biggest study today in connection with what we are seeing in the Children's Hearing and Aphasia Clinic, the clinic which I operate at Northwestern. We have 316 children in this group. These are the children on whom we have enough data in order to find something out about them. Most of these children, not without exception, but most of them were thought to have deafness. They were sent to us primarily because they were thought to have deafness.

Now you notice how they come out. Our diagnosis was that there were in this group 85 deaf boys, which is 27.9 percent, and 56 girls with deafness of various degrees, that is, deficiencies of acuity, which is 17.7 percent. A higher incidence of boys than girls, which is typical in all clinics and, of course, is typical in most schools for the deaf. The total number was 141; just a little under half of these children turned out to have real deafness, 44.6 percent. Now notice that's way below the estimate as they were sent to us.

Now here we have the aphasic children. Of this group of 316—and I'll go through this rather hurriedly now—37 boys, 13 girls, 15.8 percent were aphasic. That is, they were brain injured and had a symbolic disorder affecting language development.

Here's another group of brain injured. In these are the brain injured in whom we could not demonstrate clinically that they were

aphasic, but they were brain injured and were not using their hearing adequately because of this brain injury. Therefore, they were presumed to have deafness. Now here we have 22 boys and 13 girls, or 11.1 percent. If we add these together, we have roughly 27 percent of these children who have brain injury and for that reason were thought to have deafness of the peripheral type, but of course this was a central nervous system problem.

Then of the emotionally disturbed, we had 37 boys and 16 girls, just a little over twice as many boys. This is also typical all the way through. This is characteristic of all this kind of work in other kinds of groups too. That gets us just about 17 percent of these children who have severe emotional disorders. These children were all mentally ill, very severe mental illness. Most of them were schizophrenics, that is, childhood schizophrenia. Another form of that which is also a form of schizophrenia but is called infantile autism. Now neither of these children, of these types of children, will respond to sound normally. It is extremely difficult to get them to respond to sound, and it's a long, tedious affair.

These youngsters, as I indicated, have deafness on all the techniques of the usual type. Now this is a very important group to get into the right category and get help for them. The only outlet for these children is to get very good psychological and psychiatric assistance right away, early, or of course they are simply lost to society. These are youngsters I could spend a long time talking about. They are a very definite problem and should not be treated as deaf, they should not be included in programs for the deaf. I know from my experience in schools for the deaf that there is a certain number of these youngsters in our schools.

Now the other group that we find are the mentally deficient. There were 20 boys, 17 girls, and 11.7 percent. So, of course, some of these youngsters were thought to be deaf when their real problem was retardation.

Now may we have the next slide? Yes, is there a question?

Mr. BROWN. Would you say, then, that these three groups of children should not be admitted to schools for the deaf?

Dr. MYKLEBUST. Yes, that's right, Mr. Brown. These groups here should not be admitted to a school for the deaf except under certain conditions of a special program being provided for them. For example, the aphasic child today is nobody's child. I don't know of a public-school program in this country that has a program for aphasic children. We are finding that probably as high as 5 percent of school-age children have problems of brain injury affecting language, arithmetic, reading, etc. Now at the present time there's no program for them. It's conceivable that certain schools for the deaf could do a real service by setting up a program for them, but of course it must be a special program and not just in with deaf groups because we've learned from experiments that methods and procedures for this child, the brain-injured child, are very different from those for the deaf.

MEMBER. Do you think these children at the present time are perhaps better off in classes for schools for the deaf than they would be in other classes?

Dr. MYKLEBUST. The question is this: Do I think at this time that these children are better off in schools for the deaf than in other classes?

MEMBER. Than in normal classes.

Dr. MYKLEBUST. Than in regular—

MEMBER. You said there were no special classes for them.

Dr. MYKLEBUST. I should think in many instances that would be best. Yes. I think it depends a little on the circumstances and the situation and what you can supply in addition to the regular classification in the public school. It is true that at the present time we are working out special programs for these children in mental-health centers in a very big section of the country. We do it through the help of the special teachers in a public-school system. So it varies from area to area. Certainly some of these youngsters, where they have no special services at all, in my opinion, would be.

I thought you'd be interested in the age range of the children we're talking about. Our youngest child to date was 6 months in this group, and the oldest one included for your consideration was 7 years and 11 months, so that's the range of children we're talking about.

Now this is interesting, isn't it? Here's the median, let's take the mean—we won't take all of these—the mean age for each of the groups that we have just mentioned, and you recall how many we had and so on, now the mean age for the deaf child that we see is 4.25. He's just over 4 years, but we see him down to 6 months, but the mean age is there.

Now the aphasic child is almost 5; he's a little older, you see. He bounces around longer, he's thought to be deaf longer, and so on and so on. So, he's a little older.

This other type of brain-injured child is just a little bit under the aphasic one. The emotionally disturbed child came out to be very much the same age as the deaf child, and over here, the mentally deficient child turns out to be very much the same as this type of brain-injured. The total population mean is 4.2.

I won't take time to go into some of this except to say that there is statistically reliable difference between the age of this child and the aphasic child. They are of significantly different age, so there are factors operating to bring in the deaf child younger than the aphasic child.

Now this is something that we have real need for and the reason for it is that it is necessary for us to try to find out on what factor, on what kinds of items on the history or test, do these children differ, in order that we can set up special techniques to say that if you get this kind of a difference you can be pretty sure that the child is deaf. Well now, one of the things we are doing is trying to find out about the history and what it means. Now this is hours of labor in primiparas, which is simply first-born children, hours of labor of the first-born children—and this is primipara mothers, the first-born children of these mothers. We had 99 such children.

There were 40 first-born deaf children, 18 aphasic, 14 brain-injured—these are both brain-injured, remember now, different types—17 emotionally disturbed, and 10 mentally deficient. Now here are the mean hours of labor in delivery—now this is 10 hours for the deaf and 12 for the aphasic, 12 for the brain-injured here, the same problem. But look at the emotionally disturbed. The hours of labor here are less. There seems to be a relationship between rapidity of birth of the first-born child and the development of an emotional problem. To our knowledge, this was not known before. Now the

mentally deficient child also has a shorter number of hours of labor.

We can summarize this very easily and say simply this, now this means that the medians are—I was trying to go across here, but it's essentially the same, the same relationship, but this is where we do our statistics. You can't do statistics on medians so when we take this across here on the medians, what we found was that there is a definite difference in the hours of labor between the deaf and the aphasic and the brain-injured and the emotionally disturbed. So we have an item here which is going to help us ascertain the problem.

All right, let's go on. Now this is the hours of labor of the multipara, that's the succeeding-born children. Of course, the first-born child always takes longer on the average, and so you see a reduced figure. Succeeding-born children you see here come out like this. Now we notice that this group of brain-injured children, other than the brain-injured aphasic child, have the highest hours of labor. This would be considered prolonged here and again we begin to see some evidence for damage to the central nervous system in this group.

Again we find that the emotionally disturbed child and the succeeding born children also is the most rapidly born child. Now the "t" test between the means yielded most statistically significant results, different results, these are just in terms of trends.

All right. The next one. Now here we have the age of the mothers of first-born children. The age of the mother at the time of birth. Here we have some interesting things, the "t" tests differences again between the means yielded most statistically different results. We have again the trend, in the mentally deficient the mothers tended to be a little older. The mothers of emotionally disturbed just a little younger, but these results then, we cannot prove anything by them, they simply form a trend and some of the end results that we have. We will draw an inference here in a moment.

Let's go on to the next one. We have a very long, careful history on every child that goes through the clinic. Here we have 84, and this is the age of the succeeding born, mothers of succeeding born children. Here we have tests of significance showing a statistically reliable difference at the 5 percent level of significance between the deaf and the aphasic groups. In other words, the age of the mothers on the succeeding born children, deaf children, were older on the average than those of the aphasic group, aphasic and brain injured are now combined. Now I should say that both of these are—I had down here the mentally deficient, the mentally deficient are also significantly different. The youngest ones here were over here in the brain-injured group.

All right, let's take the next one. Some of these tend to go on the same problem. We'll try to draw an inference here in a moment. All right, these are the first weights of children, of the first-born children. This is the birth weights now. Here we have the birth weight of the deaf child as compared to the aphasic, brain-injured, emotionally disturbed, and mentally deficient. A test of significance here again did not bring out any really definite difference between them.

Now we'll go on to the next one, which is this, that the number of hours of labor of the first-born or second-born or succeeding born children, the age of the parents, the age of the mothers rather, do not give us significant differences between the four groups, but

we are finding that all of these figures are deviating from the normal to a certain statistically reliable degree. We now have data on normal children, mothers and histories on normal children to compare with this. And when we compare it we find that they are all different, so that what we must say is, that although the age of the parent and the hours of labor and the birth weights are not different in the four groups, it is just as important in the history of the deaf child as it is in the other groups.

All right, Mr. Brotherhood. Our conclusion incidentally is that birth damage at this time seems pretty definitely contributive to deafness.

MEMBER. Do you take into consideration the difference between induced labor and natural labor?

Dr. MYKLEBUST. Yes. It's very carefully defined according to obstetrical procedures. And the same is true of premature.

MEMBER. Would you repeat that question please?

Dr. MYKLEBUST. Yes. I'm sorry. The question was, Do we take into consideration the different stages of labor, and induced as compared to natural. That will come out more in another slide. We definitely do, yes. There's an important difference.

Now, birth weight of children in the succeeding born, and here of course the children are heavier, succeeding born than the first born, and the medians here you see. But we have no statistically different results between the four groups.

Let's take the next one. Now here's the one on prematurity. Now this is prematurity in weeks. We have a high instance of prematurity in our, what we call our caseload. The high incidence of prematurity is an important aspect of our plan, but notice how it comes out. The "t" test significance between these groups shows that there is no statistically significant difference between them. However, what it means is that prematurity as a factor is contributive to the cause of deafness and is causing deafness in the same way in which it is causing brain injury and in the same way in which it is related to emotional disturbances or to mental deficiency. I wonder if I made myself clear. It means simply this, that the incidence of prematurity is way above average and that we have found that rather definitely an agreement with some other studies that prematurity is an extremely important factor in producing handicaps. Incidentally we have data now on natural labor, natural delivery, and post-term children and we find that prematurity is the most significant factor in causing any of these problems.

Let's have the next slide. We are away from history now. Now we're in the test results. On the Vineland Social Maturity Scale where we get this kind of information and scoring as well as from the history, we have the following results, which we think is very important from the standpoint of the education and classification of deaf children. The mean age of sitting, that means the age at which the child is able to sit up by himself, now the mean age for 73 of these deaf children was 7.03 months. The average of a large number of hearing children is 6 months. Notice here, emotionally disturbed children, we have only 27 now, 7½ months, just a little bit higher than for the deaf, just as little later.



Now notice the aphasic and brain-injured child, these are all brain injured, some with aphasia, some without. Now notice, you see, we have 60 of these, a fairly satisfactory number (very little evidence on aphasic children to date), and we find you see that they are almost 2 months later than the deaf child. They're slow. In other words, they have a greater retardation.

Now look at the mentally deficient, 10.3 months. This, we think, is verified by some of our diagnostic procedures because of course there's a relationship between learning to sit up by himself and intelligence. In our group of children those classified as mentally deficient came out to be much lower than the other groups.

Now here's for walking. A very definite relationship between walking and many factors, and notice now that for the deaf child he walks at 14.27 months. The exact average for a large number of children is 12 months.

Look at the emotionally disturbed. He's slow, a little bit later. Again, the brain injured, a little bit later, and of course the mentally deficient child continues this marked retardation and he's down there, he's only a little bit shy of 2 years when he first walks at all.

Now here's the mean age for toilet training, which is of course related to all of these things, notice we have a 2.27 here which is really very much average for the deaf; just a little different for the emotionally disturbed child. Now the aphasic and brain injured take longer, it's harder for them to get toilet training established. And of course over here the mentally deficient are significantly the slowest group in this respect.

Now all of this is only by way of showing evidence to suggest that we have very different children. These youngsters simply aren't the same type as other children as we see it, and that's exactly what we are finding in all of their ways.

Now, would you pull that up to the next part of this? Here we have our total social maturity findings. Social maturity—and this is in terms of retardation—I mentioned social maturity as a very significant aspect of the work with deaf children on Sunday evening. What I mean is this, that the primary reflection of any handicap is in the social maturation and social competence of the individual. You can show that he has normal intelligence, et cetera, et cetera, but the question is, Can he really use it in society? That's the crucial test. How good is he when he really has to take care of himself?

Well, these deaf youngsters, and remember the mean age now, you see these youngsters were only about 4 years, and at that point they are just a little over, a little less rather, a little less than a half year retarded in social competence. I'd like to point out that that's not very much compared to the rest of the groups, but I should also like to point out that that's significant. These youngsters are only 4 years of age. They're already showing some of the problems of how to get along right at this time.

The early years when he's in school is where a real program can be aimed at this area, and in my opinion, very, very much help. Incidentally, we tried that a little and we have some reason for saying that from practical experience.

Now the aphasic and brain-injured child, notice that he's a year at this point, is already a year more retarded in social competence than

the deaf child. Now deafness is a real handicap as we've been citing, and as all of you know, but there are problems in connection with other handicaps which show up to be great and more difficult, more severe. Here's the emotionally disturbed, also very significantly greater retardation than the deaf child. Now the mentally deficient as you would expect is very seriously retarded. As you know, his mean age was only about 4; in 4 years made about 3 years; mean, he's made only 1 year of social competence so you see how severely retarded he really is when he has to learn to take care of himself and get along as the average child does.

That's all as far as the slides are concerned. Will you give us the lights please?

Our time is running a little past being over, so I want to simply conclude by saying that it has been a very real pleasure for me to talk to you about some of these problems, and I am again very much indebted to the men who participated on our research program this afternoon. I regret that we can't have any discussion here, because I don't want to hold you. The time is up. If some of you want to stay and ask questions, please feel free to do so.

This will conclude the program. Thank you very much. [Applause.]

(Meeting adjourned at 4:15 p. m.)

**MINUTES OF THE 25TH REGULAR MEETING OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF HELD AT THE WASHINGTON STATE SCHOOL FOR THE DEAF, VANCOUVER, WASH., JUNE 29, 1953**

The 25th regular meeting of the Conference of Executives of American Schools for the Deaf was called to order by the president, Howard M. Quigley, at 4 p. m., June 29, 1953, at the Washington State School for the Deaf, Vancouver, Wash. A rollcall made by the secretary showed the following members present:

Edward W. Tillinghast, Arizona School.  
Roy G. Parks, Arkansas School.  
Charles E. MacDonald, British Columbia School.  
Elwood A. Stevenson, Berkeley, Calif., School.  
Richard G. Brill, Riverside, Calif., School.  
Alfred L. Brown, Colorado School.  
Edmund B. Boatner, American School, Connecticut.  
Leonard M. Elstad, Gallaudet College, District of Columbia.  
John M. Wallace, Florida School.  
Burton W. Driggs, Idaho School.  
Thomas K. Kline, Illinois School.  
Lloyd E. Berg, Iowa School.  
Stanley D. Roth, Kansas School.  
John S. Patton, Louisiana School.  
Francis M. Andrews, Maryland School for Colored Deaf.  
Howard M. Quigley, Minnesota School.  
Robert S. Brown, Mississippi School.  
Truman L. Ingle, Missouri School.  
Glenn I. Harris, Montana School.  
Jesse W. Jackson, Nebraska School.  
Marshall S. Hester, New Mexico School.

Daniel T. Cloud, New York School.  
 Clarence T. O'Connor, New York-Lexington School.  
 James H. Galloway, Rochester, N. Y., School.  
 Carl E. Rankin, North Carolina School.  
 Carl F. Smith, North Dakota School.  
 L. B. Hall, Oklahoma School.  
 J. G. Demeza, Ontario School.  
 M. B. Clatterbuck, Oregon School.  
 John Yale Crouter, Rhode Island School.  
 Archie F. Leard, Saskatchewan School.  
 W. Laurens Walker, South Carolina School.  
 A. S. Myklebust, South Dakota School.  
 William J. McClure, Tennessee School.  
 Roy M. Stelle, Texas School.  
 Boyd E. Nelson, Utah School.  
 Virgil W. Epperson, Washington School.

Associate members present:

Lloyd A. Ambrosen, Florida School.  
 Thomas Dillon, New Mexico School.  
 Richard W. Flint, South Dakota School.  
 W. Lloyd Graunke, Illinois School.  
 Ralph Hoag, Arizona School.  
 Ben E. Hoffmeyer, North Carolina School.  
 Kenneth F. Huff, Louisiana School.  
 Myron A. Leenhouts, Berkeley (Calif.) School.  
 O. L. McIntyre, Texas School.  
 Lloyd R. Parks, Kansas School.  
 Edward W. Reay, Washington School.

Honorary members present:

Dr. Helmer Myklebust, Northwestern University.

The minutes of the 24th regular meeting of the conference of executives were approved as published.

Messages of greeting to the conference received from Sam B. Craig, of the Western Pennsylvania School, and Fred Sparks, of the Central New York School, were read by President Quigley.

The following reports of standing committees were presented:

REPORT OF TEACHER TRAINING AND CERTIFICATION COMMITTEE

(IGNATIUS BJORLEE, chairman)

As chairman of the certification committee, I wish to submit a brief report covering the activities of the year.

To preface these remarks for the benefit of newer members of the organization, I wish to state that there was definite need for a certification plan whereby certain minimum standards could be set for prospective teachers of the deaf and to determine the qualifications of applicants by the superintendent.

In 1924, at the St. Augustine, Fla., conference, a committee was appointed to draft a set of requirements which were considered essential for teachers of the deaf. All of the various groups interested in the education of the deaf were represented by their ablest members on the committee. The report of this committee was unanimously adopted at the conference held in Frederick, Md., in 1926, following

which a committee was appointed to consider ways and means of issuing certificates to those who might qualify.

No action was taken by this committee until the joint meeting of the conference and the convention met at Winnipeg, Canada, in 1931. Upon the urgent request of two prominent members of the Convention of American Instructors of the Deaf, a petition was placed before the conference of executives, then in joint session. Following a great deal of careful study and much deliberation, a committee was appointed to proceed along the lines as outlined. The first move was to have the conference certified under the laws of Maryland. Qualifications of training centers for teachers of the deaf were visited by members of the certification committee and recommendations were made where essentials were lacking. Qualifications of the principal, or head teacher, received special consideration. A program of procedure based on the recommendations of the original committee was speedily drawn and Dr. Irving S. Fufeld, of Gallaudet College, was appointed executive secretary to receive and evaluate applications from teachers.

From the beginning steady progress has been made considering the obstacles to be overcome. There has been a demand on the part of some for standards to be raised. This has been accomplished to some degree. The difficulty has been the problem of scarcity of teachers. Superintendents have at times urged that standards, or various requirements were already too high. In some of our public school systems, certain barriers have been lowered in order that classrooms could be provided with teachers.

We feel that the minimum standards as at present constituted, are satisfactory. Obviously there is no limit beyond that point and in selecting teachers, a superintendent will aim to fill vacancies from the highest possible level, commensurate with the salary allowance of his budget.

The problem of certifying training centers is an exceedingly difficult and complicated one. In the early days, schools wishing to train teachers applied for permission to have training centers certified and were willing to pay the necessary cost of having a member of the committee pay the school a visit, check on their qualifications, and make recommendations where it was felt that certain features could be added to better meet requirements. With the advent of special courses in our large colleges and universities, tending toward training teachers of all types of handicapped children, courses for the hard of hearing have grown by leaps and bounds. A misconception has frequently arisen to the effect that the completion of such a course entitles the trainee to certified ranking as teacher in a school for the deaf. The definition of deaf versus hard of hearing is largely responsible for this error.

Some progress is being made and several institutions of higher learning are gradually aiming toward meeting the regulations laid down by the conference certification plan. During the past year the University of Kansas, San Francisco State College, and the Vancouver, Wash., School for the Deaf, in cooperation with Lewis and Clarke College, have joined the ranks of the certified centers. Others have definitely declared their intention to meet requirements. A number of well-recognized universities have for years sent forth teachers

meeting all of the requirements. Augustana College of Sioux Falls, S. Dak., is in the process of establishing a course with the South Dakota School as practice teaching center.

We are at the moment discussing the probability of arranging for a course of training for teachers of the deaf at the University of Maryland in conjunction with the Maryland School for the Deaf. A course covering all types of handicapped children is being established and it is our concern to endeavor to segregate the deaf in order that they may receive special training independent of preparation being given for special classes in the public schools of the State.

Mr. Roy G. Parks, superintendent of the Arkansas School, advises that through the Ford Foundation, plans have been completed for the establishment of a training course at the Arkansas School in conjunction with the Arkansas State Teachers College, Conway, Ark.

The foundation has placed very rigid restrictions along certain lines, but it is hoped that adjustment can be made whereby this course can meet certification requirements under the conference.

The obligation of the conference to the teachers who now hold certificates must never be lost sight of. In the first place, these teachers have confidence in the certificates and the standards must not be lowered. A number of States have adopted the conference certification requirements on equal terms with their requisite for public-schoolteachers, and salaries are based upon the degrees which their teachers may hold.

Despite existing conditions we have made material progress in the way of establishing adequate minimum standards. It must at all times be borne in mind that the work is being conducted virtually on a volunteer basis. It is exceedingly difficult to secure the necessary aid toward making personal visits to prospective training centers. This problem may eventually be solved if the conference and the convention can unite on some plan whereby the organizations can have an executive secretary, on a full-time basis.

The literature sent out last year to a large number of teachers was fruitful of results and during the coming year some literature in the form of a personal letter should be mailed to every teacher whose name is not preceded by an asterisk in the annals. Such letter should briefly state the necessary qualifications and a brief explanation covering the aims and object of the plan. It is through the dissemination of such information from time to time that increased interest has been developed and the hearty support of the superintendents is urged to further encourage teachers, not now qualified, to better equip themselves for their work.

I feel that we have had a successful year, although the major problems confronting us are still present. The shortage of teachers represents a definite handicap for many of our executives. It is a problem not limited to schools for the deaf. Public schools generally are similarly affected.

All told, there have been 2,140 certificates issued to teachers and during the past school year, 180 have been added to the list.

According to the latest records there are in excess of 1,000 teachers, actively employed, who hold certificates with the conference, as against 3,250 teachers listed in the American Annals of the Deaf. Eliminating teachers who are not qualified to receive certificates,



which number is large, because of part time, vocational training teachers, and so forth, I feel that we are very well represented.

In conclusion, I wish to state that Dr. Richard Brill, in the capacity of secretary of the certification committee, has rendered splendid service in processing the numerous applications that come to hand from teachers, and has materially aided the chairman of the committee by sending letters and literature to agencies that have declared their intention to train teachers for the deaf.

There is a greater need than ever before for the type of control which will place before those interested in the deaf, the difference between the deaf and the hard of hearing, and discourage the idea that a smattering of knowledge concerning speech correction, lipreading, and audiometric testing, as now being taught in a number of our higher institutions of learning, fulfills requirements for a teacher of deaf children.

*Financial report, Conference Certification Committee, balance sheet, June 22, 1953*

INCOME	
Cash on hand Apr. 18, 1952.....	\$229. 73
Fees, Apr. 19, 1952, to June 22, 1953.....	794. 90
Total income.....	\$1, 024. 63
EXPENSES	
Lettering of 179 certificates.....	179. 00
Return of fees on 8 certificates.....	42. 50
Postage for certificates.....	44. 50
Postage for minutes of Arkansas conference meeting.....	25. 00
Supplies (envelopes, seals, backing, etc.).....	24. 35
Transcript, University of Kansas.....	1. 00
Printing 200 certificates.....	61. 18
Payment to R. G. Brill.....	152. 00
Annals staff for expense in re certification lists.....	75. 00
Total expenses.....	604. 53
Cash on hand.....	420. 10

RICHARD G. BRILL, *Secretary.*

Dr. Daniel T. Cloud moved that this report be accepted and filed. Motion was seconded and carried.

#### STANDING COMMITTEE REPORT—PUBLIC RELATIONS

(BOYD E. NELSON, chairman)

Members of the public relations committee are: Boyd E. Nelson, chairman, Utah School for the Deaf, Ogden, Utah; William M. Miligan, Wisconsin School for the Deaf, Delavan, Wis.; Dwight W. Reeder, Newark Day School for the Deaf, Newark, N. J.; Virgil W. Epperson, Washington State School for the Deaf, Vancouver, Wash.

#### PUBLIC RELATIONS ITEMS FOR SCHOOLS FOR THE DEAF

The administrators and teachers of schools for the deaf are to be complimented on their public relations efforts in the following, and are urged to extend and enlarge upon the possibilities.

1. *Encouragement of representation in the various professional organizations:*

- (a) Conference of Executives of American Schools for the Deaf.
- (b) Convention of American Instructors of the Deaf.
- (c) Volta Speech Association.
- (d) International Council for Exceptional Children.
- (e) The National Educational Association and the various State associations.
- (f) The National Association of the Deaf and the various associated State groups.
- (g) American Speech and Hearing Association and affiliated State groups.
- (h) Other professional organizations and groups which purport to further educational efforts.

It is the committee's firm belief that profit from association in such organizations might be two way. We have the opportunity to broaden our views and understandings and also place ourselves in the position to advise, guide, and contribute in the thinking and planning of an enlarged and enlightened program. The true value and position of the education of the deaf can be presented through representation of teachers and administrators with professional organizations.

Representative schools for the deaf should further encourage membership of its staff in various professional groups.

2. *Distribution on a wide scale among parents, educators, lay citizens, and others of quality school publications.*—Professional discussions, research contributions, items by students, and news of the schools and personnel have made interested groups aware of our position in the educational field.

The public-relations value of such publications should not be neglected. They offer an unusual opportunity for presenting a positive truthful public-relations approach through an enlarged and better informed circle of friends.

3. *Presenting many lectures, programs, tours, and demonstrations of the excellence of work being accomplished by our schools.*—It is believed that an informed public is generally a public which supports our efforts. Opportunities to inform parent groups, civic and service clubs, health and welfare organizations, legislative and governmental agencies, and university and school groups should be recognized. We should be proud enough of our efforts to advertise to interested groups. Lectures, movies, TV programs, demonstrations of classroom techniques, and conducted tours of our facilities may point toward improved public relations. It should be remembered that a willingness to publicize indicates that we are confident of our professional position.

4. *Encouragement of staff members and student body to participate in community activities.*—Each staff member and each pupil is a public-relations agent within the community. Opportunities for staff members to further broaden their community contacts might be investigated. An employee's value extends beyond classroom teaching and into the home of pupils, parents, and friends; and into churches, social groups, and civic organizations. Groups of students participating in community athletic events, social affairs, scouting, and com-

munity welfare drives (community chest, blood banks, Red Cross, etc.) are among our best public-relations values.

5. *Development of professional attitudes among staff members.*—Pride in professional ability and standing serves to stimulate public relations. The employment of personnel of equal or superior training to those in other educational fields is essential if the public is to recognize our abilities to educate the deaf. Therefore, encouragement should be given to meeting State and National certification standards. Improved salary schedules are important. Publicizing of superior personnel qualifications through association and cooperation with other educational, and social and civic service groups is necessary. Pride in accomplishment and the product of our service is an essential in improved public relations.

6. *Promotion of harmony and strength within our immediate specialized field.*—This requires democratic representation of educators of the deaf in our organizations. It requires realistic recognition of minor differences, and unification toward major goals and objectives. Together, we represent strength and knowledge in our public relations. Separated, we confuse the public we are serving. The emphasizing of minor differences in philosophies can mean to the interested public lack of understanding, poor professionalism, indecisiveness in objectives, and loss of confidence in our results. The Conference of Executives of American Schools for the Deaf and the Convention of American Instructors of the Deaf should analyze possibilities toward improved public relations through strength within their memberships. Greater acceptance of their philosophies, ideals, and goals would then result.

7. *Establishing of positive approaches in informing the public and interested groups of our professional duties and achievements.*—We should realize that the builder rather than the destroyer eventually wins respect. We should recognize that initiative in publicizing the truth is worth more in public relations than defenses against partial truths and misleading statements. Where a defense of our position regarding the education of the deaf should become necessary, the positive facts should be made clear. For example, we should inform our public where authority in the education of the deaf might be found, rather than where it is not found. The strength of truth is worthy of positive emphasis.

Following are the reports of the special committees:

James Galloway, of the Rochester School, as chairman of the special committee on standards, stated to the conference that he had no formal report, but that his committee had acquired a great deal of material which would be very interesting to be used as a basis for part of the agenda at the next regular meeting of the conference.

As Powrie V. Doctor, editor of the *Annals*, was not present, there was no report on the *American Annals of the Deaf*. However, the president stated that a letter had been received from the editor of the *Annals* thanking the superintendents for the increased number of subscriptions which have resulted in making it possible to have the *Annals* printed by a commercial plant.

The special committee on the educational charter was composed of Edmund Boatner, as chairman, Clarence D. O'Connor, and Daniel T. Cloud. The following report was made by Dr. Boatner.

## BASIC PRINCIPLES RELATING TO THE EDUCATION OF THE DEAF

The handicap which deafness imposes upon children is all too little understood due to the relatively small numbers of such children as compared to children who are able to acquire their education in ordinary public schools. However, it is undoubtedly true that the approximately 22,000 children in our special schools and classes for the deaf present one of the most complex of educational problems. An understanding of these problems can only be acquired through actual association and experience with deaf children. While as modern science progresses, the medical clinics, and speech centers have made increasing contributions, the fact remains that experienced educators must be relied upon to formulate the educational program for the deaf child.

1. The educational goals for the deaf child are the same as those for any child in that the aim is and must always be to provide him the fullest and broadest opportunities possible to acquire educational skills, the effective means of communication, and to develop personality, character, and all the traits necessary for good citizenship to the optimum of his ability.

2. The complexity of the educational problems of the deaf and the special needs relating to communication and language acquisition, make it imperative that the best possible facilities which may be adapted to their educational program should be made available to deaf children in all parts of the country.

This should recognize the fact that in order for a deaf child to get from a school all of the full and rich benefits to which he is entitled, that such schools should be organized in such a manner as to permit them to have their own buildings and facilities, and to have a sufficient number of pupils to allow for efficient graduation and supervision, and also to enable the school to provide a broad program of extracurricular events and sports which are such a valuable part of school life.

3. (a) The special needs of the deaf child cannot be met without an adequate number of well trained and devoted teachers. In order to meet this need, every encouragement should be offered to young men and women of proper character and background to enter this field. Well planned training centers must be maintained through the cooperation of schools for the deaf and universities, and the curriculum of these training centers should conform to the standards established by the Conference of Executives of the American Schools for the Deaf.

- (b) Every effort must be made to give each deaf child as great a command of communication as possible, and programs in schools for the deaf should aim to utilize all possible hearing and to impart the ability to read the lips and to speak to every child as fully as his capacities permit.

- (c) In any program, however, it is imperative that the individual needs of all deaf children be recognized and provided for by whatever means of educational procedure is most suited to the needs of the individual child.

- (d) All deaf children should be afforded an opportunity to secure vocational training in connection with their school work which would enable them to make the best use of their abilities in later life, and to further this program, a strong guidance program must be maintained.

The report of the special committee on the deaf-blind which was prepared by the chairman of the committee, Dr. Bryan, was read by Mr. John M. Wallace.

#### REPORT OF THE PROGRESS OF THE WORK OF THE COMMITTEE ON DEAF-BLIND

Pursuant to the directive from the Little Rock Conference of Executives of American Schools for the Deaf, President Howard M. Quigley approved the appointment of the following members of this committee:

Mr. Joseph E. Healy, superintendent, Virginia School for Deaf and Blind, Staunton, Va.

Mr. John M. Wallace, superintendent, Florida School for Deaf and Blind, St. Augustine, Fla.

Dr. Truman L. Ingle, superintendent, Missouri School for the Deaf, Fulton, Mo.

Mr. Egbert N. Peeler, superintendent, North Carolina School for Blind and Deaf, Raleigh, N. C.

Mr. Fred L. Sparks, superintendent, Central New York School for the Deaf, Rome, N. Y.

Dr. John E. Bryan, president, Alabama Institute for the Deaf and Blind, Talladega, Ala., chairman.

At the invitation of the Perkins Institution for the Blind, Watertown, Mass., and the American Foundation for the Blind, this committee was invited to participate in the first international conference on deaf-blind at Perkins Institution on April 13-14, 1953. The conference committee joins with the committee already appointed by the American Association of Instructors of the Blind to form a joint committee to consider the problems of the deaf-blind and attempt to establish a program. Mr. M. Robert Barnett, executive director, American Foundation for the Blind, was named chairman of this joint committee to carry forward the work and program on a more permanent joint basis.

The conference was well planned and much good was done although only as a start. Much research is necessary as well as planning for the future in order to provide many deaf-blind children the right to be educated. The program will require outstanding leadership, services of devoted and well-trained teachers, and research workers. It will also require financial support.

All members of the committee of the conference were present except Mr. Egbert N. Peeler, who was in Europe. The chairman appreciates very much the fine response of the membership of this committee and the many contributions made at the conference by the various members. The committee served with others as a resolutions committee. A copy of the resolutions is made a part of this report, and it is recommended that this be published and made available to members of the Conference of Executives of American Schools for the Deaf.

Mr. Robert Barnett, acting as chairman, has acted with dispatch and has called a meeting of as many members of the joint committee on deaf-blind as can be present on Sunday, July 12, 1953, in Washington, D. C. We are fortunate in having the fine backing of the American Foundation for the Blind, including the staff to assist in this problem and program.



We recommend that the conference continue its interest and support by continuing a committee on deaf-blind to cooperate and coordinate with the joint committee recognized and formed at the Perkins Institution in April 1953.

Respectfully submitted.

J. E. BRYAN, *Chairman*.

Members of the Conference of Executives of American Schools for the Deaf desiring copies of the above-mentioned resolutions may obtain same by writing to Dr. Bryan.

Following the reading of this report, Mr. Edward Waterhouse, director of Perkins Institution for the Blind, was presented to the conference. Mr. Waterhouse described the need for teachers of the deaf-blind and stated that his institution was ready to train such teachers if candidates were sent to them. His purpose in coming to this convention was to enable him to become acquainted with the various members of the profession of teachers of the deaf, so that he could better understand their problems and so that he would be in a better position to correspond with the heads of the various schools for the deaf at a later date.

It was the decision of the conference that the committee on the deaf-blind be continued.

Edward W. Tillinghast was called on to present the treasurer's report which is as follows:

*Treasurer's report, Conference of Executives of American Schools for the Deaf*

1951-52	
Cash on hand June 15, 1951.....	\$737. 81
Receipts: June 15, 1951, through June 30, 1952.....	820. 00
	1, 557. 81
Disbursements: May 15, 1951, through June 30, 1952.....	78. 58
	1, 479. 23
1952-53	
Receipts: July 1, 1952, to June 22, 1953.....	780. 00
	2, 259. 23
Disbursements: July 1, 1952, to June 22, 1953.....	556. 27
	1, 702. 96
Disbursements:	
Printing, stationery, stamps.....	79. 84
Travel to conferences.....	466. 43
Flowers.....	10. 00
	556. 27

E. W. TILLINGHAST, *Treasurer*.

Robert S. Brown, of Mississippi, moved that the treasurer's report be accepted. This motion was seconded and passed.

Mr. Roy G. Parks was called on to give a report on the training program at the Arkansas School for the Deaf which is being financed by the Ford Foundation. Following this report it was moved by Roy M. Stelle, seconded, and passed, that a committee of five be appointed to learn from Dr. Wilson, of the Ford Foundation, the means

by which this program could be expanded to a national program, and to circularize the conference on the results.

As the terms of Marshall S. Hester, of New Mexico, and John F. Grace, of Missouri, as members of the executive committee of the conference, terminate in 1953, an election was held to fill these two positions. J. G. Demeza, of the Ontario School, and Robert S. Brown, of the Mississippi School, were elected members of the executive committee for the 3-year term which will terminate in 1956.

Under old business, a motion was made, seconded, and passed to continue to table the request from Leonard W. Mayo, chairman of the national midcentury committee for children and youth for \$100 to help finance the committee's operation.

A motion was made, seconded, and passed to continue to table the request from M. J. C. Buchli, of the Netherlands, requesting \$20 to help defray the expenses of the National Congress for the Care of the Deaf.

A letter from Stahl Butler, of Michigan, was read by the president, in which Mr. Butler requested the conference approve the listing of teachers in the American Annals of the Deaf who are teaching the deaf in various clinics. It was moved by Truman L. Ingle, seconded and passed, that this request be tabled.

Edmund B. Boatner made a report on the progress of the captioned films committee and stated that during the convention one of the captioned films would be shown.

The following resolution was presented to the conference by Boyce Williams:

Whereas there exist many mental health clinical resources at which hearing persons may be served, but relatively few if any which offer adequate services for the deaf, and

Whereas there is urgent need for mental health clinics for the deaf, and

Whereas it has come to our attention that the Foundation for the Deaf, Inc., is actively promoting the establishment of a mental hygiene clinic solely for the deaf to be staffed by qualified professional personnel and under recognized auspices: Therefore be it

*Resolved*, That the Convention of American Instructors of the Deaf, the Conference of Executives of American Schools for the Deaf, and the Vocational Association of the Deaf, in convention assembled at Vancouver, Wash., on July 29, 1953, commend the initiative of the Foundation for the Deaf in this endeavor, and earnestly solicit the active assistance and encouragement of all interested organizations and individuals to the end that a mental hygiene clinic for the deaf shall become a reality.

Mr. Williams spoke briefly in support of this resolution. Leonard M. Elstad moved the adoption of the above resolution. This was seconded and passed.

Under new business, Richard G. Brill gave a short report on recommendations made to the International Council of Exceptional Children at its national meeting in Boston in April 1953, as follows:

The following recommendations were submitted as a part of a report by a special committee to study the problem of certification and accreditation of colleges training teachers of the deaf at the national meeting of the International Council of Exceptional Children in Boston in April 1953:

1. It was agreed that the accreditation of colleges should be done by the American Association of Colleges for Teacher Education and not by the separate associations. It is appropriate for the conference of executives or any association of the deaf to work for adequate accreditation of colleges training teachers of the deaf through this association.

2. Certification of teachers of the deaf is the responsibility of the various departments of public instruction, and not a separate association. In this respect, some State residential schools are requiring certification by the conference of executives and have the approval for such action through their State department. There are a number of States, however, which do not certify teachers of the deaf under any legal provision. It is well for the conference of executives to recommend to the State department of public instruction to set up such certification requirements in conformity with the high standards which they have formulated.

Dr. Brill moved:

These recommendations that were adopted by the International Council of Exceptional Children be referred to a special committee to be appointed by the president of the Conference of Executives of American Schools for the Deaf. This committee is to study these recommendations and to submit a report for action at the next regular meeting of the conference of executives in 1954.

This motion was seconded and passed.

Invitations for the next regular meeting of the conference of executives were received from the New Mexico School for the Deaf, in Santa Fe, Public School 47, in New York City, and the American School for the Deaf, in Hartford.

A motion was made by Carl Rankin that the decision of the place of the next meeting was to be left in the hands of the executive committee. This motion was seconded and passed.

Carl E. Rankin moved that the time of the meeting of the next conference be left in the hands of the executive committee. This motion was seconded and passed.

Marvin D. Clatterbuck, as chairman of the program committee, asked if a work-type conference, similar to the one held in Arkansas, would be the type of conference the members would most desire to have. Such was indicated.

Truman L. Ingle moved the conference adjourn.

Respectfully submitted.

RICHARD G. BRILL,  
*Secretary, Conference of Executives  
of American Schools for the Deaf.*

**MINUTES OF THE EXECUTIVE COMMITTEE MEETING OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, VANCOUVER, WASH., JUNE 30, 1953**

An executive committee meeting of the Conference of Executives was called at the Washington State School for the Deaf on June 30, 1953. The following members of the executive committee were present: Howard M. Quigley, John M. Wallace, Edward W. Tillinghast, J. G. Demeza, William J. McClure, and Richard G. Brill.

Richard G. Brill moved that the next meeting of the Conference of Executives be held at Santa Fe, in April 1954, with specific dates to be determined by agreement between Marshall Hester, as superintendent of the host school; Marvin Clatterbuck, as chairman of the program committee; and Howard Quigley, as president of the conference. This motion was seconded and passed. The executive committee meeting was adjourned.

Respectfully submitted.

RICHARD G. BRILL,  
*Secretary, Conference of Executives of American Schools for the Deaf.*

## PROCEEDINGS OF TUESDAY EVENING SESSION

(President Dr. Daniel T. Cloud, presiding.)

Dr. CLOUD. May I have your attention, please? For those of you who are standing, please find places. Please take places in the room if you plan to remain.

This evening it will be our pleasure of learning something about the conservation of hearing program of the State of Washington, and it gives me great pleasure to present at this time Mr. Waring J. Fitch, the director of the Washington State conservation of hearing program. Mr. Fitch.

## THE CONSERVATION OF HEARING PROGRAM OF THE STATE OF WASHINGTON

(WARING J. FITCH, director of the Washington State Conservation of Hearing Program)

Mr. FITCH. Dr. Cloud, members of the convention, and friends of the deaf, perhaps as Dr. Cloud was speaking you wondered about that name, conservation of hearing, and if you wondered about it, you're not the first person to do so. I was riding the Greyhound bus between Seattle and Ellensburg a few months ago, and shared a seat with a man. After a few minutes, we struck up a little conversation, and in the course of things he said, "What do you do?" And I said, "I work for the health department." And I asked him what he did. Then a few minutes later he said, "Well, what do you do there in the health department?" And I said I was connected with the conservation of hearing program. He was quiet for a few minutes, and then he said, "Herring, they are important, aren't they? They're what the salmon feed on." [Laughter.]

We're here tonight to talk about hearing and I would like to preface my brief account of the hearing program in Washington by taking you back to a familiar incident. Early in the 1800's there occurred one of the most significant series of events in the history of the deaf in this country. As you remember, in Hartford, Conn., Alice Cogswell, daughter of a physician aroused the interest of a group of citizens because she didn't hear. Aroused to the problem, they sought out other deaf children in that State and they found 84. They estimated that there were about 400 deaf in New England, and, moved to action, they founded a society in 1815 to instruct the deaf. And they took the very practical step of raising well over \$2,000 which they used to send a fine young minister, Thomas H. Gallaudet, to England or to France to study methods of teaching the deaf. You know the account of how he studied in Paris for a year and then returned to Hartford in 1817 to establish what now is the American School for the Deaf.

Parents played a key role in these developments and in the developments that followed. I tell you these things because they show that parents of deaf children have not changed very much in their ability to organize to meet a need. More than a hundred years after Alice Cogswell's time here in Washington they were instrumental in pointing out the problems of deafness and their actions resulted in the founding of this school. More recently, during the sessions of our State legislature in 1941, 1943, and 1945, parents and representatives of hearing societies in the State promoted bills through the legislature

which had to do with hearing conservation. These laws provided for a joint program between the State departments of health and public instruction to find school-age children with hearing loss and to provide certain medical and educational facilities in addition to this school. Subsequently, the conservation of hearing program was begun. It is a program that is carried out by the schools and the health departments in 36 of the 39 counties in our State.

There are five steps to the hearing program, some fall logically to the local schools and some are definitely the responsibility of the local health departments. I think that I can best illustrate these steps by showing the slides. May we have the lights please?

(Slides are shown throughout the following address.)

Step 1 is the hearing screening. The first step of course in helping a hearing handicapped youngster is to find him. Most severely deaf children have been located before they are 6 years old. But it's the partially deaf who may go undetected through infancy, early childhood, and on into school. This group offers the greatest possibilities for medical rehabilitation, since with early discovery and proper treatment, hearing can be restored to normal or greatly improved in many instances. The hearing screening as you see in the picture is done by the schools each year for children in alternate grades beginning with grade 1. The test that you see is a group pure tone test. We feel that it's important to test the children often, at least once every other year, since most of the hearing losses in children are acquired. Very few children actually are born with poor hearing.

Step 2 is a second test with a pure tone audiometer for those youngsters screened out as having some possible hearing loss. This may be done by the public health nurse, as you see here. A list of youngsters found to have some loss is sent to the local health department by the schools in the community. The youngsters are rescreened and an audiogram is made for those youngsters showing significant loss. The public health nurse then contacts the parents of those youngsters with defective hearing to discuss the test result and to urge that they have an otological examination for the youngster. Somewhere between 4 and 5 percent of the children of school age in our State have significant hearing losses.

Hearing loss is primarily a medical problem, and thus step 3 is an otological diagnostic examination conducted in a clinic by most of the local health departments in the State at intervals during the year. A local otologist, or one from a nearby city, comes into the health department to examine a group of children. Parents may go to their family physician or otologist, or may bring the youngster into the diagnostic clinic: Thus no youngster who needs an examination need go without it since there is no charge for the examination. Fifty-four otologists in the State participate in the program and more than 7,000 children have been examined since 1945. Some of our clinics are held under rather unusual circumstances. Now, I recall about 2 years ago I assisted at one of the clinics, perhaps up in what you might consider real backwoods country. Those of you who are new to the State will be interested to know that two of our counties are made up entirely of islands, and this particular clinic was located in one of those counties. The public-health nurse had arranged for the youngsters to come in to the county seat and there in the courthouse the clinic was to be conducted by an otologist who came for that pur-



pose. She asked me if I would go down to the dock to meet a family that was coming in from another island, and I was glad to drive down to pick them up. They came in; they had a dory with an inboard motor; there was a mother and a baby and a little boy who had the hearing loss who was to go through the clinic. On the way up to the courthouse, the mother asked if I would mind making a couple of stops for her, and I was glad to do it. So we stopped first of all at the dentist, and she left her upper plate because it had a crack and there was no dentist on her island. Then we stopped across the street at the shoemakers and she left her shoes because there was no shoemaker on her island either. Then we went up to the clinic; the little boy was examined. I had an opportunity to visit with the mother and found out that she and her husband were both University of Minnesota graduates. They lived that way because they enjoyed that kind of life. So after the clinic and the arrangements had been made for care for the youngster, we picked up the shoes and the teeth, stopped in at the doctors and had a booster shot for the baby, got into her boat and went back to her island. Now perhaps that would be a very satisfactory way to live. Certainly she was a resourceful mother. She made the most of her contact with civilization that day.

Step 4 is what we call followup by the public-health nurse. After the examination, the nurse will discuss the diagnosis and treatment recommendations with the parents. In instances where the parents cannot meet the costs of treatment and they're not eligible for care through any other agency, the hearing program has funds to provide medical care or the hearing aid as recommended by the otologist, so that any youngster who needs care need not go without it if his parents want him to have it. The public-health nurse gathers all this information and tells the needy parents of the possibilities of assistance. Still another part of step 4 takes place several months after the clinic, and treatment has been completed for the youngster. The public-health nurse will usually make a recheck audiogram to measure the gains in hearing. Where there is still some loss, she will suggest a reexamination by the otologist, or return visit to the family physician.

Step 5 is for those children whose hearing cannot be restored to normal limits by any treatment. And step 5 brings us to this school, to a local day class for the deaf, or to a speech-and-hearing therapist in one of the local school systems throughout the State. Many of the children found in the hearing program attend this school and we're fortunate to have a few facilities for them in our major cities, but in our State there is a serious lag in the development of needed facilities in many of the local communities where hard-of-hearing children need speech therapy, lipreading, and auditory training. The recruitment of teachers, the selling of the need to the local school administrator, and making our educational standards in the State so that they will attract professionally qualified people from out of the State, are all very real barriers.

Step 5 also means some educational care for fathers and mothers, because, as you well know, parents may be precipitated into an emotional upheaval when they learn from the otologist their youngster doesn't hear. As the shock subsides, both father and mother may need some help with their attitudes toward the child. Either consciously or unconsciously there may be feelings of self-reproach, bewilderment, or

despair for having produced this defective youngster. As you know, feelings of rejection or hostility are not uncommon since the deafness, with its supposed limitations, voids any ambitions they may have had for the child. It is significant that the agencies in this State and elsewhere which deal with deafness have classes or literature geared especially for parents, since their first real need is an understanding of themselves in relation to the child. Referral to the proper agency is part of our job. Literature, such as Dr. Myklebust's book, *Your Deaf Child*, or the very fine book that was put out by the Illinois school a number of years ago, the John Tracy Clinic correspondence course, some of the literature which we ourselves have put out, are all a part of this helping parents to see the youngster in his proper light. Association with the resourceful parents of other young deaf children, a visit to this school, or a visit to a local class for the deaf, can help the parent in seeing his part and in understanding his youngster's problem.

Hearing conservation is a relatively new concept in this country, and those who initiated some of the early programs have learned that they were shortsighted in their planning. Attempts were made to attack the deafness as something entirely apart from the child and his family. From these early experiences we have learned that any plan which treats just the deafness or educates the child only in the school-room sense, forgetting that he is an individual who must learn to live and take his place in the world, burdens the child with a disability greater than deafness. Thank you. [Applause.]

Dr. CLOUD. I want to thank you, Mr. Fitch, for this very illuminating and interesting presentation of what this great State of Washington is doing in the program of conservation of hearing.

Before proceeding to the next item on the agenda, I want to make an announcement. I want to call the attention of the wives of superintendents and principals and the women principals—I don't think we have any women superintendents now that Dr. Poore has retired—but if we should have, to remind you that Mrs. Epperson will be your hostess tomorrow for luncheon at 12:30 which will be held in the superintendent's apartment—Thursday, rather—superintendent's apartment in Watson Hall which is the main building. That's the building where they took the picture this afternoon. It would be very helpful certainly to Mrs. Epperson if she knew how many guests she can expect. So I'm going to ask of the wives of superintendents and the wives of principals and the women principals and women superintendents, if there are any, to register at the desk in the main office tomorrow morning before leaving on the trip that has been planned for tomorrow. Please do that. It will be very helpful.

I also wish to announce that all the tickets have been sold for the trip tomorrow. The buses will be here on the athletic field and will leave promptly at 9:30. Please arrange to be present in time to get on the bus. More than 300 people are making this trip and I'm sure you can easily see why it is so essential that we be here on time. It's a long trip and we want to make the most of it, so please remember that you must be here in time to go into the bus which will leave at 9:30.

You will note from your program that Dr. Clarence D. O'Connor was scheduled to extend a word of greeting representing the Volta Speech Association for the Deaf whose name has since been changed

to the Alexander Graham Bell Association for the Deaf. Unfortunately, Dr. O'Connor has made other commitments without knowing that he was expected to appear at this time and he finds it impossible to be with us, which may be an appropriate occasion for me to tell a story that I heard recently, which I hope I can tell correctly.

It seems that these ocean transports have mascots and on this particular ship the mascot was a parrot. The man, one of the crew, whose job it was to look after the needs of the parrot, was a magician and he performed a great many tricks, did everything in the world to aggravate the parrot and aggravated the parrot very well. He would offer the parrot some food and through some maneuver or sleight of hand the food would disappear, and offer the parrot candy and about the time the parrot would take the candy it would disappear. And the parrot just got to the point of where he hated the guy, he was really impossible. Now during the war, in crossing the Pacific, this boat was torpedoed. After about 3 days, the parrot shook his head and opened his eyes and looked around, and on the other end of the raft was this magician, the only two survivors. The parrot looked at him, he looked at the parrot, and no word was exchanged. The second day, the same thing, and still nothing was said, and the third day, the same thing. The parrot just scowled at the magician and the magician did likewise to the parrot. But on the fourth day the parrot looked over at the magician and says, "Well," he says, "what the hell did you do with the boat?" [Laughter.]

So perhaps you are wondering what I did with Dr. O'Connor. We have a good substitute, I'm happy to say. And it gives me pleasure to present at this time one of our Canadian friends who has visited schools in England, on the Continent, and in America, and who will tell us some of the significant things that he saw that impressed him in the various countries and in the various schools that he has visited. It gives me great pleasure to present to you now Mr. Joseph Demeza, the superintendent of the Ontario School for the Deaf at Belleville, Canada. Mr. Demeza.

#### TRAVEL IMPRESSIONS

(JOSEPH DEMEZA, superintendent, the Ontario School for the Deaf, Belleville, Canada)

Mr. DEMEZA. Dr. Cloud and friends, this afternoon, just at the psychological moment when my ego was quite inflated, like many of yours possibly were after having our pictures taken eight successive times, Dr. Cloud came to me and suggested that I might say a few words tonight about some of my visits during the past few years. Because of these circumstances and because of the many logical reasons which Dr. Cloud put forth as to why I should do this, in a weak moment I said "Yes." His reasons seemed less and less logical the closer the time approached for me to make these remarks, for I might say that I have a briefcase full of notes and summaries and impressions of the various things that I saw and did while visiting schools and other agencies for the deaf. But, of course, I have none of them with me, and it has been some time since I have been called upon to say anything about the various experiences which I had. So here I am anyway with a few remarks which are not too well prepared and which, I might say, would have been much better prepared had I

been able to consult the various references which I made for myself during the course of my visits.

Perhaps I should tell you, many of you know already, but perhaps I should point out that it was my privilege, beginning in September 1950, to undertake many months of study of various methods and facilities for the education of the deaf in Europe and in this country. I began with many months in England. I went to the University of Manchester, attended the teacher-training course there, and from there visited many schools in Britain and also in many countries in Europe.

Then, beginning in September 1951 I had a series of extended visits to many American centers. I have felt, and still do feel, particularly privileged in all of this. I was privileged that the Ontario Department of Education saw fit to appoint me to undertake these studies. I felt very much privileged that so many experienced educators of the deaf in Europe and in this country gave so generously of their interest and time and experience when I was called upon to impose upon their generosity in visiting their schools.

In spite of what I said in the beginning, I feel privileged tonight to be able to tell you a little about it, and also to take this opportunity, the first I've really had, of publicly expressing my thanks to so many of you who have helped me out, who have meant so much to me in my efforts to gain as broad as well as specific an understanding of the problems and ways of meeting the problems of educating the deaf. I do thank all of you who have been so kind to me most sincerely.

I want to say that the value of doing what I have done is almost inestimable, I think. I think probably one of the greatest values in a general way is that in seeing other places we learn that others do things differently but effectively and that our ways are not the only effective ways of doing things well. For example, though other countries and school systems may not use such things as the Fitzgerald key, they do teach language, they do have language schemes, and they teach it effectively. While they may not have Northampton charts, they do teach speech and they do have forms of reference by which to teach speech and they do it effectively.

While they may not have hearing-aid equipment that has the nameplates that are so familiar to us and which we see on exhibit at various conventions, they do have excellent amplification equipment in many countries, and they do use it.

We all have a tendency to insularity in our thinking and travel and conventions and get-togethers of various kinds do help to break that down. But we need to be continually reminded of what others do. I think that was brought forcibly to my attention no later than just before dinnertime this evening. I took my car into a garage to arrange for a checkup and mentioned that I came from Ontario. The garage man said, "Do you mean Ontario, Oreg., or Ontario, Canada?" I was slightly jolted because, of course, in my insular way of thinking, in spite of my travel, I had come to think that there was only one Ontario.

My general impression of all that I have seen, I think, is this, that although the differences between various points of view and ways of doing things tend to receive most emphasis, the similarities of what we do are in actual fact much greater than the differences. I think that any of you would find that if you walked into a classroom in a school

in Ontario, in Hartford, in Northampton, in Jacksonville, in any other place you would like to name including Nyborg, Denmark; Manchester, England; and any other city that has a school for the deaf, you would find similar things being done in very similar ways no matter what the overall philosophy or methodology may be. The similarities strike one most forcibly.

With that as a general introduction, I want to just say a few things about each of a few of the countries that I visited. Perhaps I should start with Britain, since I began there. I would like to clear up something here in beginning. I went to Manchester. Manchester is the center of teacher training for teachers of the deaf in Britain, but it is not centered at a school for the deaf. The teacher-training program is undertaken at the University of Manchester. In the university, as part of the faculty of education, there is what is known as the department of education of the deaf. It is a full-fledged department of the university under the professorship of Professor Ewing, and had, in 1950-51, a full-time staff of 10 faculty members whose responsibility is to the university and the things which are done there.

At the university center, in addition to teacher training, there are three other facilities. One is for research, the other is the diagnostic clinic, and associated with that is a parent guidance program and clinic. These four things, then, come under the department of education of the deaf at the University of Manchester.

Now this university training program uses schools for the deaf for observation and practice teaching under the direction of faculty members of the staff that I have already referred to. They use the Royal Residential Schools for the Deaf which are located in Manchester, but which are under a private board of governors and quite apart from the university just as a State school for the deaf would be here; and they use other schools, the one in Bolton, the one in Stoke, the one in Derby, and the one in Sheffield for practice teaching and observation work.

In 1950-51, the year that I was in Manchester, there were just over 60 teachers in training enrolled in the Department of Education of the Deaf. That number is constantly increasing. I was told that there were 75 last year, and the staff probably has increased since then, too.

A word about the Manchester School for the Deaf just by way of clarification. The Royal Residential Schools for the Deaf in Manchester embrace really four schools, all of which come under the same headmaster. The Clyne House Nursery School, which is located about half a mile from the main building; the main school; a girls' trade school; and a boys' trade school, so there are actually 4 schools for the deaf under 1 superintendency.

One or two things that I think are particularly impressive about the English educational system: First, they do very well in, and place a great deal of emphasis upon, nursery education. English nursery classrooms are very free and easy incidental places where a great deal of learning goes on in a nonformal sense. I think that the English do this phase of their work particularly well perhaps because it is a feature of their ordinary education. They have had long experience in nursery classwork for hearing children.



You see, under the act governing education in Britain, education for deaf children is permissive at the age of 2 years. That means that where accommodation is available and where a parent wishes his deaf child to begin school at the age of 2, he may do so. Because of waiting lists, in general it seemed that it was usually the age of 3 before a child was in practice admitted. Coupled with this phase of things of course is emphasis upon early ascertainment of deafness and the use of informal testing procedures to ascertain deafness; and, of course, Manchester University and some of the London centers take a leading part in this phase of things.

Parent guidance, too, is stressed as part and parcel of the beginning of informal education of deaf children at an early age in Britain.

About the schools themselves, I think they provide a good general academic education for deaf children up to the age of 16. The normal leaving age for children enrolled in schools for the deaf in Britain is at the end of the term in which their 16th birthday falls. That of course is quite a different thing from this continent, and from many European countries as well.

Another thing that is very significant, I think, is the classification of children for educational purposes in Britain. The classification is very well defined, and in practice is carried out with a real understanding of the educational needs of the child. I have seen comments about Britain's classification which tend to suggest that it is based largely on hearing loss. Well, in print it appears to be, but in practice it is an educational classification and the amount of hearing loss is one of the main factors considered in that classification.

Now the use that is made of classification is that children are placed in different types of schools according to their classification. There are schools for the profoundly deaf, or as they are called in Britain, grade III children, and there are schools for the partially deaf, or as they are called, grade IIB children. Grade IIA children are those who, although they have a hearing impairment, can get along satisfactorily in an ordinary classroom with special help, and grade I children are those who can do so without special help.

Glasgow probably illustrates this classification very well. They had a school for the partially deaf, in Glasgow 50 years ago, and they still have it. They were ahead of the trend in Britain in general. In Glasgow the deaf children from that area begin school at a nursery school. After 2 years or more at the nursery school, each child's future placement is carefully considered by a committee which comprises the head of the nursery school, the school for the deaf, and the school for the partially deaf. On the basis of their consideration and findings, the child moves from the nursery school into either the school for the deaf or the school for the partially deaf. It works out extremely well.

Another feature of British education is that there are special schools for deaf children with an additional handicap. The additional handicap for which special provision is best made is that of mental retardation. Now there are just two such schools, but their existence indicates that there is consideration of the special needs of deaf children who are mentally retarded.

So much for Britain. I would like to say something about Sweden. Sweden represents a very complete, well-organized provision. Sweden is a country of approximately 7 million people. You can compare

that in your mind with States with which you are familiar. To provide for the education of Swedish deaf children—and by the way all schools come under the state and are centrally controlled and provided—there are four regional elementary schools for the deaf serving different areas of the country. There is 1 school for the whole country for the partially deaf, making 5 schools in all serving children of elementary school age. From these 5 schools the children proceed after 8 or 10 years to 1 of 3 continuation schools for the deaf where more vocational provision is made.

In addition to these, there is one school for the mentally retarded deaf. It has an enrollment of some 55 children. For a national population of 7 million, they have a school that provides for 55 mentally retarded deaf.

Their teacher-training program is just as well organized and provided. They have a 2-year teacher-training course, the first year of which is undertaken at the school for the deaf in Stockholm and the second year of which includes practice teaching in one or more of the other schools which I have referred to. Teachers taking the training are paid the minimum salary as teachers and are required to teach for an additional 3 years after their training. The system in practice appears to be recruiting very good teacher material and training very good teachers of the deaf. I think perhaps that has something for us by way of example.

Denmark used to be regarded as a model of classification, teaching children according to their needs and classifying them for that purpose. What used to take place was that all deaf children began school in Copenhagen and then after a couple of years there, the profoundly deaf children went to the school for the deaf at Fredericia and the partially deaf went to the school at Nyborg.

The war tended to point up the geographical disadvantages of such a program where young children had to travel across a second island from Jutland Peninsula to get to Copenhagen. So, very recently, this system which had been pointed to as a model of classification has been changed, but the essential features have been kept. That is, all children now begin in 1 of the 3 schools for the deaf or partially deaf which is closest to their home, in Fredericia, in Nyborg, or in Copenhagen, and then, after a couple of years in any one of those schools, the profoundly deaf go to either Fredericia or Copenhagen, and the partially deaf go to Nyborg.

One interesting thing that I found in the Danish system, and which was also true in Sweden, was that the same classroom of children, the same children, remain with the teacher with whom they began school until the end of their school program. That can be bad for both or either of teacher or pupils. There is a trend away from that, I think. The trend seems to be this, that the first 3 years of a child's school life are spent with the same teacher, and the next 3 or 6 years are spent with another teacher. Now it does of course provide for great continuity of development, but it has other disadvantages.

The Danish educator, G. Forchhammer, some 40 or 50 years ago developed a special manual aid to speech and lipreading known as the Mundhand system. It is a system of hand symbols made in front of the chest for the invisible consonants. It is used in conjunction with speech to make the invisible parts of speech more visible. It certainly does aid lipreading—that is, it aids understanding of

the spoken word as it is being spoken. One argument I have heard against it in that connection is that it doesn't make for independence in lipreading. That is, when the hand signs are taken away, lipreading tends to be unsupported. It does help in the teaching of speech in that if you want the child to make a "t" instead of a "d," the hand sign indicates whether it is voiced or not, immediately, and it is very easy for the child to know exactly what you want.

I would like to add this, though, that in Sweden as part of their teacher training all teachers are required to study the Danish Mund-hand system, but it has not been adopted in the Swedish schools.

One other thing about the Danish schools—in Fredericia I found that the pupil load per teacher was 5 or 6 pupils per teacher. They are masters of the science of teaching speech, and as part of their teacher-training program the study of speech organisms, mechanisms, and functions is very intense.

In the Netherlands one thing that impressed me there was the excellence of the work in speech with young children. I might say that in Sweden children have not been beginning school until the age of 7, although the trend is toward 5. The same was true in Denmark; they are now beginning at 5. But in the Netherlands in all of the schools for the deaf which I visited there, 4 of them in all, children begin school at the age of 3. I found very excellent work in rather formally taught speech being done with these young children by men teachers. The normal thing in teaching young children, young hearing children and young deaf children, in the Netherlands and in some of the other continental countries is that men are in the majority. It was rather interesting and revealing to find men who were experts at teaching speech to the 3- and 4-year-old children.

Their reading and lipreading for these very young children were correlated with the teaching of speech, and in spite of all I had learned about reading readiness and the mental age required for reading readiness in hearing children, I was rather amazed to find children whom I saw in June of the year that they began school at the age of 3 reading with facility the work which had been formally taught to them in their speech and lipreading work. Now I'm not suggesting that we ought to do it, but I saw it done, and well done. But their whole approach to education is much more formal than ours, and in great contrast to the informality of the English system with the 3-year-old children.

Auditory training is very much to the fore in Holland. They have beautiful looking new amplifiers which are used in all of the Dutch schools and which I saw in all the Belgian schools, too, made in Eindhoven in the Netherlands. They resembled teachers' desks. In fact, one was a beautifully finished blond wood teacher's desk unit with the amplifier in the drawers at the side all concealed, used either for individual work or with multiple units attached. They were equipped with all of the latest electronic devices including sound-level meters on the teacher's desk, compression amplification, and the other things about which we hear a good deal.

The one school in Holland which is showing the way to that section of Europe in the use of auditory training and the use of rhythm and vibration as an aid to speech and lipreading is the school at St. Michielsgestel. Dr. Elstad visited that school and can tell you more about it than I can. I didn't visit it. My itinerary didn't include it,

but when I was in Denmark they said, "Well, if you're going to Holland surely you're going to visit that school." I said, "Well, I hadn't planned to." Each of the Dutch schools said, "Surely you're going there," and I said "Well, I'm going to try to work it in."

When I got to Belgium, in the first four schools I visited I found that all of the staffs had sent delegates to the school recently, and in the fifth one I got to, on the next day a party of 14 were going there. I tried to arrange things so I could join them but I didn't manage it. The closest I came was to get a firsthand report from one of the Australians studying at Manchester on her visit to the school. But they are doing some pioneer work in the use of vibration and auditory training in their program which I think is worth watching.

A few words about the Belgian schools. They have an interesting problem that none of our schools have. Most of the Belgian schools have to teach children who come from homes with 1 of 2 different language backgrounds, Flemish and French, and so you will find 2 parallel schools in the same building with 1 portion of the children being taught in Flemish and the other portion being taught in French. If we think we have problems, there is an added one that the Belgian teachers have.

I saw very good language schemes in the Belgian schools, something after the pattern of the 5-slate system in use in 1 school and a very graphic system in use in another school. In another I saw a very fine pattern of devices and supports for the teaching of speech, not like the Northampton charts exactly but a symbol system which indicated inflection, grouping, rhythm, and all these other aspects of speech as well as vowel and consonant pronunciation.

One thing I noted about the Belgian schools though was that they had 1 handicap; in some schools they had classes of up to 15 children per teacher as contrasted with the Danish 5 or 6.

In France I visited only the national school in Paris on Rue l'Abbé de l'Epée and I was taken right back in historical thinking about the education of the deaf by my visit there. I found excellent work going on in that school in some very old buildings under rather difficult conditions. I think that the one thing that impresses me about the whole of my visits was pointed up very sharply there by that visit, that the most essential feature, the most critical factor in the best teaching of deaf children is the classroom teacher. I found excellent work going on there by devoted teachers with a fine attitude toward their work in spite of the limitations of an older building.

A few words about the schools on this continent and then I am finished. I think I found the greatest variety in philosophy and method in this country, probably a greater variety in this country than among the various countries I visited in Europe, and yet here again I would stress that I think the similarities in classroom practice are much more pointed and evident than the differences. I think the schools on this continent excel in the quality of their provision as far as quality and quantity of staff are concerned, physical plants and equipment are concerned, and the variety of services provided within many of our State schools. Many schools, for example, include parent training programs for preschool children, intake procedures which use so many community and State resources, psychological services, research facilities, and vocational provisions, all of

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these things within one school unit. I think in this respect the schools in this country really do excel.

That was pointed up in conversation with the headmaster of the Stockholm school in Sweden. I had the privilege of sharing a room with him at Gallaudet College for 3 weeks of the month that I spent there, and he and I visited some American schools together. When we had visited one particularly well-provided American school where there was a superintendent and his secretarial staff, a business manager and his staff, a vocational principal with secretarial assistance, academic principals with the same kind of assistance, and psychological services, and so on, Rector Malm said, "I am all of those in my school." And he was quite right. He is headmaster of a school of some hundred children and he is responsible for the 2-year training program of 10 teachers in training. He teaches a class several hours a week; he has no business manager, and he has a stenographer for half-time during the week. In spite of that he carries on an excellent educational program. That I think points up the provision that we are fortunate in having on this continent.

The excellent vocational education, and the length of educational experience which is provided for our children, is another point of great difference and a point of great advancement, I think, on this continent as compared with parts of Europe. The provision of such varied and interesting extracurricular activities, too, is another valuable feature in contrast with some of the countries that I visited.

Then, of course, Gallaudet College is unique. After driving all across the continent and seeing signs in my country and yours which say this is the only cave of its kind or the biggest mountain of its kind and so on, one might be inclined to think that comments that Gallaudet College is the only college of higher learning for the deaf in the world might be an exaggeration. I can assure you that that is not the case. It is the only college for the deaf for higher learning in the world, although I understand that there is one being begun in Italy. Gallaudet performs a function in this country which no other country is privileged to have.

The one thing I would like to leave with you in conclusion as something to work toward in our continent is the improvement of our facilities according to the needs of the children by classifying them and teaching them according to their classification. I think perhaps you may have inferred that I might say something about that from the stress I have placed upon classification in Britain, in Sweden, in Denmark. I didn't say anything about Holland in this connection but it is true there, too, where there are schools specially set aside for the profoundly deaf and for the partially deaf.

There should be no rigid division in the classification of the children. It should be an educational goal. If Sweden can set that up, then we should also be able to, and that is something we should look toward. Some of our States and provinces lend themselves ideally to it in that there are already two or more schools for the deaf within the State, and they might look to the day when one school provides for the needs of one type of child and the other provides for the needs of the other type of child.

In England they very recently have taken several steps toward that end. The Margate School and the Brighton School were formerly two schools for the deaf, generally speaking. Now, the Margate School

is a school for grade III children for the area served by both schools and the Brighton School is a school for grade IIB or partially deaf children for the area served by the two schools.

The same has been done in the Liverpool area. That is the trend. It is an established fact in countries like Sweden, Denmark, and Holland. It was begun half a century ago in Britain, but great impetus is being given to that trend, and that is the thought that I would like to leave with you.

These have been very scattered, passing remarks, but I hope they have been of some interest to you and perhaps they can be interpreted as my way of saying thank you to so many of you who have helped to provide me with such a valuable background and so much information concerning the education of the deaf. [Applause.]

Dr. CLOUD. Thank you, Mr. Demeza. I am sure that all of us have learned a great deal from you regarding your experiences in visiting schools in other countries.

Our next speaker is known to many of us. He comes from a background of training in the field of the education of the deaf and has been serving this State for several years as the director of education for handicapped children, and I'm pleased at this time to present to you Dr. Ross Hamilton, director, education for handicapped children, Washington State Department of Public Instruction, Dr. Hamilton.

#### EDUCATIONAL SERVICES IN THE STATE OF WASHINGTON FOR HANDICAPPED CHILDREN

(Dr. ROSS HAMILTON, director, education for handicapped children, Washington State Department of Public Instruction)

Dr. HAMILTON. Dr. Cloud, ladies and gentlemen, I would like to extend to you on behalf of our department a very hearty welcome to the State of Washington. This is a little late in the program to be extending a welcome, but I think it has been the first opportunity for anyone of our department to speak before you. We are very happy, the State of Washington, that the American Instructors of the Deaf saw fit to choose the Washington State School for the Deaf as the center for this annual meeting. We are very happy to have had a small part in helping to arrange for this program. On behalf of my chief, Mrs. Wanamaker, I would like to say that we feel a great deal the tremendous contribution which this school is making to the education of deaf children in the State of Washington. You may be interested to know that in this State we are characterized by parent activity.

When I first came to the State, some 5 years ago, I never thought there were so many parents of handicapped children in all my life. Every day I was in the office, it was common for me to meet as many as 4 and 5 groups of parents. There was some feeling on their part that educational services in the State of Washington were not adequate for the needs of their children. Today that situation has changed.

A year ago last month in the city of Seattle we had a meeting, a conference if you like, at which the parents and the educators and other professional people sat down to meet together to discuss common problems. It certainly wasn't a peaceful, quiet, calm meeting. As general coordinator of that conference, I can assure you that I was a very busy person. The outcome of the meeting, however, was very constructive. Members of the staff of this school and instructors of the deaf throughout the State participated in the conference. And

it was clearly evident that the parents and citizens of this State are giving to us a directive which we have never had in our lives before.

No longer are we thinking, in the State of Washington, of the education of the deaf child of school age. In fact, you might repeat that and say it a little differently. No longer are we thinking of the education of the handicapped child or person of school age. We are now thinking from the cradle to the grave.

The last speaker made reference to the problems of the mentally retarded deaf, and that is one of our headaches today, for in this State we have a directive today that encourages the educational forces of the State to provide a program for all handicapped children and adults. The parents have gone a very long way in creating that directive.

Now in a group such as this there is a long history. As many of you know, this group was one of the pioneer professional groups in the struggle from the asylum to the school for deaf children. I assume that all of you are familiar with the story leading up to the founding of the American School in West Hartford today, and I do not propose to repeat that. I do, however, draw to your attention that a department such as ours looked to groups such as this to spearhead the thinking by which our actions might be guided in order that educational services might be brought to bear on the problems of deaf children and adults in such a way that each and every deaf child and adult might make the optimum development in himself and in his contribution to society. And that is a very broad challenge and I would like then, in recognizing the major function of an agency such as the one I represent, to draw to your attention the tremendous challenge that rests in the American Instructors of the Deaf. I am sure that at least some of you are familiar with the rapid progress that has been made in the last few decades in our understanding of the nature of learning.

Some of you are familiar with the terrific differences of opinion substantiated in part sometimes by experimental evidence, between the schools of thought on learning of a few years ago. Under the auspices of the National Society for the Study of Education, leaders of these various groups were brought together beginning in the thirties. It was rather an interesting development, for ultimately those groups of psychologists, educators, and related groups produced a yearbook known as the *Psychology of Learning*. Many of you are familiar with it. When you read that book and study it, you recognize that the schools of thought were still very much championing for each point of view as represented by that school of thought.

It was recognized that there were very many schools of thought. It was recognized that those schools of thought could be grouped together. When they produced their yearbook, less than 10 years ago, it was recognized that they had made a long progress in understanding the points of view of the other schools of thought. And within 10 years another yearbook has been produced known as *Learning and Instruction*, and in this yearbook you find no division. You find a common denominator of very broad proportions on the nature of learning and its implications in instruction. The remarkable thing is the body of common evidence which all schools of thought of major proportion now agree to accept, and in that yearbook you find acceptance of Jersild's very simple definition of learning. I refer

to the definition which he set forth in his book *Child Development and the Curriculum*. But all the schools of thought represented in the yearbook, *Learning and Instruction*, endorsed his point of view.

He defined learning as changes in behavior growing out of past experience. Now with a definition as broad as that, I am sure that each one of you would agree with me that only a little thought begins to challenge us to think in terms of a whole child, a whole child with hearing impairment. It challenges us to look at that child in a world which is very difficult for him to understand, and we begin to see language instruction, speech instruction, utilization of residual hearing, and other communicative skills in a broader light.

Now another parallel that throws light on the problems of deaf children and adults which comes to my attention very forcibly, for when a child or—well, we'll concentrate on a child first—when a child does not fit into the program of the Washington State School for the Deaf or a local school program for deaf children, the parent invariably is referred to our office, and the proportion of referrals is sizable. Some of these referrals are for reasons of severe maladjustment or abnormal behavior.

And the next reference I would like to make refers to a development in the American scene which also gives to us a new challenge. Many of you are like me, as I look around this audience: you went to a normal teacher-training program called a normal school, and you were given instructions to purchase a certain book, *Psychology for Students of Education*, written by Arthur Gates, about 1923 version. And in that book there was a lengthy section on instincts and the emotions. And the impression you generalized, or the thing you generalized from that section was that certain kinds of behavior were inherited, certain patterns were inherited.

Now, if you refer to a recent book on educational psychology by Gates, Challman, Jersild, and O'Connell, you will find no such reference to instinct at all. What has happened in the meantime? A very important piece of evidence was written into the literature in 1912 or thereabouts. It was a careful documentation of studies made under the leadership of Cannon on bodily changes in various emotional states. This evidence (today we recognize) refuted the basis which in 1922 or 1923 guided Gates and many others in thinking of inherited patterns of behavior.

It was not until 1929 that the second reprint of the Cannon book was made, and the impact of it on education in America was very great. There was general confusion augmented by the formation of a number of special educational groups. The impact was so great that the American Council on Education organized a study on emotions to find out what was being taught in teacher-education institutions and what relationship that had to the experimental evidence on hand.

Now this report is so widely known and so widely purchased that it is very inexpensive today. I am referring to the study that is known as the Prescott study, or its report title, "Emotions and the Educative Process." Now, in that report it became apparent that even a few years ago most of the teachers in training were still being educated on very narrow orientation to emotional behavior. It was extremely significant to recognize the very narrow limitations being offered to teachers throughout America.



The report clearly indicates the need for the recognition of the tremendous part which learning plays in the emotional stability of the child and the adult. And that has presented to you and to me a new challenge.

Now, I would go back to the conference I referred to earlier to see how the parents feel about these things. For at our conference a year ago last month, four points were clearly spelled out and measured in such a way as to indicate they were serious problems. The fourth one was the problem of teacher education, and I do not propose to talk more about that now.

The third point was fiscal support for educational services and transportation and related problems, and I do not propose to dwell on that. But I do propose to relate the first two points that the parents made and which the conference generally accepted as most significant.

The second point did not clarify itself early in the conference but did so in the final general session; it was one of the most difficult sessions to handle, for a casual remark made by one of the educators started the parents off with an expression of opinion which directs a new challenge to you and to me as teachers. Who is to be responsible for the determination of the educability of children? To a person, the parents had but one answer. Their argument was directed toward the physicians who were in attendance. The parents, without any exceptions, were of one opinion that they wanted the educability of their children determined by teachers. And they had a lot of hard feelings to express as that point clarified itself.

One superintendent resolved the issue by suggesting that the point had been discussed sufficiently for that occasion and suggesting that the physicians might well be a part of the process especially where physical involvement was apparent. He further suggested that the problem be taken back home and worked out constructively with parents, educators, physicians, and others participating in the process.

Now as we look throughout the State of Washington—and I am sure throughout the Nation—we find a challenge in that point of view, for still, in the State of Washington, we find children who are diagnosed as mentally deficient who have nothing more or less than a serious degree of nerve deafness, putting it very simply.

I see a teacher in front of me who knows one such case. It was only a few months ago that such a case was identified. And when the story came out from the parents who very reluctantly kept it to themselves in the first part of this examination, it was apparent that they had been to physicians almost over the Nation. Now this spells out to you and me a need to do something which we haven't been doing before, and so as a representative of a State education agency, I direct to you as best I can a responsibility to look at the whole problem in a way which you have never before done, and to spell that out into studies and projects in such a way that the number of children who will be left in their homes because parents do not understand them, or who are referred to custodial care because physicians do not know enough to make a referral to an educator of some special interest or other, I would commend to you the kinds of study that would bring that out into the open in such a way as would guarantee the rights of every deaf child in America.

Coming back to the question of learning, it seems to me we are at a turning point in the improvement of instruction of deaf children, for in view of the American Annals of the Deaf you will notice that approximately 3 years ago a survey was made to find out what methods were being used in State residential schools. I should say in residential schools and in day classes for the deaf. And you will find that a little less than 5 percent were using what they called a natural method.

Now in my attempt to find out what is meant by the "natural" method, those who have some strong convictions on that approach tell me that it is an attempt to teach language to deaf children the way children learn. Now if that be true, and it apparently hasn't been too clearly documented, then maybe the time has come for us to go back into the literature of the last few decades to see if we cannot improve the instruction in language and in speech for that matter too, to a degree that the development in that skill will make it possible for deaf children to achieve a degree of development unprecedented in American education.

I would even suggest that in that study or series of studies it might even be possible for you to develop ways in which language might even be so simplified to the mentally retarded deaf child that he, too, get the working knowledge of written language and reading. You may be interested to know why I concentrate on this point. When I went to normal school many years ago, I hate to think it's that many; I learned that all Mongoloid children were idiots. On a basis of some of the things I saw going on in private programs in recent years, I began to recognize that that interpretation was narrow and not based on facts.

I didn't do this, but in the State of Washington today I know two Mongoloid children who can use printed symbols in a limited way and they have not reached adolescence as yet, and so if that is true, I suspect that what we have done for the mentally retarded deaf is nothing compared to what we might do as we look to this problem of instruction and language to deaf children. It seems to me that the field is wide open for the leadership in our schools—I'm referring to supervisory people—to bring together teachers, psychologists, or other members of faculties of those schools in a way which would inquire into this problem and produce some answers to that very perplexing question at the present time.

The other point that we had in our conference a year ago is a very major question. It was primarily brought out by the parents of the severely mentally retarded children. It has become apparent to me, however, that it's also one of the major interests of the parents of deaf children throughout our State. The question was: What can the educators do to help these parents accept their own children when there is a handicap? Now you say that doesn't seem too serious, but to the parents of the severely involved mentally retarded children, the maladjusted children, some of whom are deaf, and almost, as many of you know, in the case of many of the deaf children when they first come here, the problem of how to accept my child as he is and to move on constructively from there is the major problem which the parents have.

I sometimes think we've been so busy concentrating on the language arts or communicative skills and sometimes on athletics or some phase

of art for those who get along well in art that we fail to recognize what the No. 1 problem to the parent is. The parents in our State have put that in No. 1 classification, and they didn't read themselves out of the classification. For as I listened to the discussion in the general session which closed our session, or conference, a year ago, the parents themselves wanted help to accept their own children. How, they next went on, can we work so that teachers accept children? And, I ask you, why would they ask that? For at least we give lipservice to that as our first problem, acceptance of the child.

But apparently we have not gone far enough as professional people in recognizing the rather unique role that we can play in our own acceptance of the child, in the parents' acceptance of the child, and the community's acceptance of the child. In order that we first recognize them as a human being, a child with hearing impairment, not as a freak in the community.

This organization, as well as the adult deaf in America, has well recognized the value of striving for a place in the sun, and that has been the keynote, especially of the adult deaf. And so I commend to you earnest inquiry into this problem of acceptance of children in order that we in turn might make a contribution to the well-being of all deaf children and adults.

Now in closing, I would like to conclude with a very, very brief summary of what has happened in the State of Washington recently. For this State at the present time has developed something which is quite unique, and what it is going to mean, I do not know, but I do know that we're going to have a lot of pressure. For today I was at Ellensburg and I participated in a small group session which was a planning session for parent activity, and that is typical of about 75 percent of my time.

The parents have made it very clear as to what they want, and they are giving their local communities no little difficulty in facing the new problem. The parents of the mentally retarded children, especially the severe involvements, and the parents of the severely involved orthopedically handicapped children primarily have brought about an enactment of legislation in our State which now authorizes local school districts, individually or jointly, to establish and operate residential schools. The same law, more commonly known as Senate bill 51, or if you want the official number, chapter 135, Laws of 1953, also authorizes the school districts of the State to make payment with respect to board and room while a handicapped child is being educated in a district other than his own. I know of no other State which has such a law, and I would judge from the correspondence that comes to my desk (and I regret to say which I am very tardy in replying to because I'm never at my desk) indicates quite clearly that parents in other States are using the development of this State as a lever in other States.

And I would judge from the educators' letters that come to me that there is considerable alarm and fear of the consequences. And I would say that if you have not studied what has happened in this State that you might well have some fears, for if you are moved into responsibilities in other States as we are in this State, you have some very serious responsibilities. For the parents of even very severely involved mentally handicapped children are now asking for services which most States would argue are not to be had.

Now in closing, I do not offer to you what the answer, what the outcome of that might be. I do say this, however, that whatever the direction might take, the kind of thinking that might come out of studies by members of the American Instructors of the Deaf would have great bearing upon further developments in this State, especially as it relates to the problems to which I have referred, namely, the acceptance of each and every child and the responsibility of determining the educability of children.

It is a pleasure to come among you and I hope to be back on Thursday to spend some more time informally with you. Thank you very much. [Applause.]

Dr. CLOUD. Thank you very much, Dr. Hamilton. May I remind you before closing the present session of the scenic tour tomorrow; the buses will leave at 9:30 promptly, so be on time.

(Meeting adjourned at 9:55 p. m.)

#### SECTION MEETINGS, TUESDAY, JUNE 30, 1953

##### SECTION FOR VOCATIONAL TEACHERS

Section Leader: Dr. Carl E. Rankin, superintendent, North Carolina school.  
Opening of Meeting: Introduction of the panel, explanation of procedures, and other announcements.

Paper: The Program of Vocational Instruction in a School for the Deaf, Uriel C. Jones, vocational principal, Tennessee school.

Discussion.

Paper: The Guidance Program in a School for the Deaf, Boyce Williams, specialist deaf and hard of hearing, vocational rehabilitation, Washington, D. C.

Discussion.

Paper: The Placement Program in the School for the Deaf, Richard M. Phillips, dean of students, Gallaudet College, Washington, D. C.

Discussion.

Paper: Free and Inexpensive Visual Materials for Use in Shops and Vocational Classrooms, Warren W. Fauth, teacher, Central New York school.

Discussion.

#### THE PROGRAM OF VOCATIONAL INSTRUCTION IN A SCHOOL FOR THE DEAF

(URIEL C. JONES, vocational principal, Tennessee School)

I am very sorry not to be able to be here in Vancouver with you to deliver my talk in person and to enjoy meeting you. I spent 4 happy years in this part of the country many years ago, and would have greatly enjoyed seeing it again and renewing old acquaintances. However, I'd like very much to thank Dr. Rankin, your president, for honoring me with the opportunity to give this talk. And, too, I'd like to express my deep appreciation to my boss, Mr. William J. McClure, for not only permitting me to give this talk, but also for permitting me to start putting into practice many of his ideas as given in this paper. So here I am on the job instead of being present at this meeting. This is the first meeting I have missed since the Vocational Association of the Deaf was founded in St. Augustine in 1947. Good luck and a happy and successful meeting to you.

What is a proper program of vocational instruction in a school for the deaf? What is suitable in one school may be entirely unsuitable in another school. Two main factors seem to determine whether or not a program is proper in any certain school. These factors are: (1)

Types of employment opportunities in the city and State of the school under consideration; and, (2) the manner in which the academic and vocational classes are scheduled.

In the Tennessee School, the academic classes are scheduled in such a manner that vocational training is carried on all day long, just as in the academic classes. Vocational classes are divided into three groups—the first period is from 8 to 9:30; the second from 9:30 to 11; and the third from 2 to 3:30. All teachers in the school have two 45-minute plan periods a day during which they may grade papers or prepare work for the following day. The plan period for vocational teachers is from 11 to 11:45 and from 1:15 to 2 daily.

The old "standbys" in a vocational program in a school for the deaf have always been: Printing, woodworking, and shoe repairing for the boys; and cooking, sewing, mending, and beauty culture for the girls. With some variations and additions, these activities remain the backbone of the vocational program in schools for the deaf.

If the schools have been doing a good job in the vocational training that they give their boys and girls, why are we discussing a "Program of Vocational Instruction in a School for the Deaf"? Have we found some faults with our programs? Have we come up with some good ideas? Have we come up with some changes "for the sake of a change"?

I am going to pass on to you some questions that have been submitted to me. I will also undertake to answer the questions. Some of you will agree with my answers. Some of you (I hope) will violently disagree with me. In that way the panel discussion will be a success and we will—together—come up with some mighty good answers.

Question 1: "How far down in the grades should vocational training begin?"

My answer: In the primary grades.

Question 2: "What should the first work be like?"

My answer: Don't they already have finger painting, cutting out paper dolls, building houses out of blocks, etc., in the primary grades? Isn't that a part of training of hand skills so necessary in the vocational program? Another thing: All young boys and girls, as soon as they start school, should be placed in an arts and crafts class or prevocational class, or any class where they work with materials and the fashioning of materials into objects. These activities may prevent or cure many of the behavior or disciplinary problems before they get too far out of hand. Many of the slow or timid ones may acquire confidence in themselves.

Question 3: "At what grade level should training for an occupation be begun?"

My answer: As soon as the boy or girl asks for it or is ready for it. Usually, after a boy has been in the prevocational class for a year or two, and the same for the girl in the arts and crafts class, they should spend 3 to 4 months in each of the regular shop classes with the older boys and girls. After they have been through all of the shops they are finally placed in the shop (trade) of their choice.

Question 4: "How many years should it be?"

My answer: Until the child finishes school.

Question 5: "How much switching should be permitted after a pupil has started training in a given occupation?"



My answer: Usually, none; except for a very good reason. For example, a relative or family friend offers a good job to a boy in a different line of work than he is at the time engaged. Unless the pupil has a very strong handicap (poor language for printing) he should be permitted to change.

Question 6: "Should there be a general shop setup?"

My answer: Yes. Possibly we had better decide first just what we understand by the words "general shop." We could quibble all day about the various meanings or activities. "A rose by any other name would smell just as sweet." My meaning or purpose may best be understood by using the words "home mechanics." Hereafter, I will not use the term "general shop" in my paper. The title of the activity does not bother me; it's the types of activities about which I am most concerned. I shall name some: Care and use of various hand tools; care and repair of electrical appliances used in or around homes; care and repair of plumbing fixtures; care, repair and finishing of wooden furniture or parts of a house; masonry and plastering in and around a home, and so on. I do not advocate the possession or use of power tools or machinery in this shop (though I know it is almost impossible to get along without an electric drill, power saw or sander). They will come soon enough. Their use can be learned quickly.

Both boys and girls in a school should be required to go through a course in home mechanics. Around a home many repairs or furniture refinishing is done by the housewife. However, the boys always manage to get their share. Home mechanics requires more skills and provides more job opportunities than any other activity in the vocational training program. Several fine textbooks on home mechanics are on the market and they are well worth using.

I do not wish to shock you but the shotgun wedding of vocational training and maintenance work is long overdue. Superintendents and vocational principals have always been plagued with the eternal need for repairs in and around the school. Have they, have we, been blind? What they have regarded as a problem may have really been opportunity knocking.

A well-trained maintenance man should be employed to use shop boys, in rotation, to train at various phases of maintenance mechanics—home mechanics—electrical repairs on circuits, appliances, or machines; woodworking on furniture or house carpentry, furniture refinishing, or house painting, plumbing of all kinds, stonemasonry, or trowel work with brick, blocks, or plastering; oiling, repairing, and upkeep of all machines over the plant.

This is really opportunity for some smart boy to develop into a good Mr. Fix It who can be employed at a good salary, for he will have many skills. A spirit of willingness and a knack at doing many little things well may enable a boy to become a valued employee of any business establishment. His skills would easily permit him to change over into any one of several skilled trades.

The separation of the vocational school from the maintenance department may be fundamentally wrong. There should not be one man as vocational principal and another as maintenance supervisor or foreman. These functions should be most efficiently and economically combined under one man known as the vocational principal and director of maintenance. He should be in complete charge of all the

work in both departments. He should order all supplies for all the vocational classes and for all maintenance of the whole plant. He should issue them with an instructional purpose in mind so far as feasible. He should also be in charge of all repair and construction work too big for the boys which must be let to outside contractors. In buying supplies of all kinds for school needs the principal will contact more people in business and industry than he would as only vocational principal. This arrangement may have beneficial results in helping the school place more graduates in profitable employment.

Maintenance work should be elevated and regarded as an integral part of vocational training and not looked down on as menial or dirty handwork that is given as Saturday afternoon punishment work. Prestige should be given this work by having it put under the direction of the vocational principal. Giving this work a more dignified name, such as "home mechanics," as well as recognizing its training value, should make it appeal more to the pupils. Do some of you say that I am sugarcoating the pills? Let's try this plan and find out.

That is not all of the plan. Many jobs in and around the school plant should be opened to the boys and girls. Cannot some of them get valuable vocational training while working in the school kitchen? The school laundry? Everyone working at the school is to be urged to feel that they are teaching their jobs to someone else; that the whole school plant is really a classroom or training place and everyone is a teacher. Not only those pupils who have reached the limits of their academic learning (slow pupils), but any pupil interested in learning may take advantage of this apprentice training. This idea is nothing new. Will it work?

Certain vocational teachers may be employed on a full 12-month basis. This will enable the school to offer higher salaries for better qualified teachers as well as to take full advantage of their varied skills and experience. When there is enough repair work to justify it, some of the older, more skilled pupils may be offered summer jobs, thus providing them with actual, on-the-job experience.

I have tried to present to you three ideas: (1) Home mechanics, (2) apprenticeship or on-the-job training; and (3) the combining in one person of the responsibilities of the vocational principal and the director of maintenance. What do you think? Are they feasible?

#### THE GUIDANCE PROGRAM IN A SCHOOL FOR THE DEAF

(BOYCE WILLIAMS, specialist, deaf and hard of hearing, vocational rehabilitation, Washington, D. C.)

Two years ago at Fulton it was my pleasure to talk to the Vocational Association of the Deaf on the subject, Joint Efforts in Vocational Guidance of the Deaf. Those remarks highlighted the need for a continuing guidance service for deaf people to bridge the later school and postschool years leading up to job adjustment. The school and the State rehabilitation service were designated as the joint operators of this continuing service. In the short time since our Fulton meeting there has been abundant evidence everywhere that school-rehabilitation partnerships are increasing in number and strength. This is indeed satisfying. Earlier and more suitable job adjustment for many more deaf persons is the inevitable byproduct of this healthy relationship.

Our president, Dr. Rankin, has asked me to talk to you today about the characteristics of a guidance program in a school for the deaf.

My remarks will, of course, be limited to vocational guidance, the accepted definition of which is "the process of assisting the individual to choose an occupation, prepare for, enter upon, and progress in it." Clearly, entering upon the chosen occupation and progressing in it fall on the postschool side of our guidance bridge in the large majority of instances. This fact verifies again the importance of a continuing guidance service.

#### THE SCOPE OF VOCATIONAL GUIDANCE IN THE SCHOOL

No one will dispute the fact that the two remaining functions of the vocational guidance definition, specifically choice of an occupation and preparation for it, should and do originate in the school. Without laboring the obvious, we know that they are not completed until job adjustment has been achieved, no matter what the skill level of the job may be. Here again, we find that vocational guidance bridges the school and the postschool periods. For the deaf person, the school-rehabilitation partnership assumes increasing significance.

It is apparent that application of the vocational guidance definition to the usual experience of deaf people establishes certain beacons for our school programs. The common characteristic of these beacons is that school vocational guidance activities are most efficient when they are geared to broad treatment of occupational choice and preparation. Supporting evidence lies in those facts which we have discussed on a number of occasions, viz., the immaturity of our students, the great range of occupations in which deaf persons succeed as compared to the necessarily limited school offering, and the lack of need for specific trade training for the unskilled and semiskilled jobs in which most people are employed.

By broad treatment of occupational choice and preparation we mean that these vocational guidance activities are slanted toward developing the individual's capacities. They are aimed at endowing him with maximum ability to make an occupational choice that is compatible with his potential and opportunity when he is mature enough to do so. They are also aimed at supplying him with as varied and deep a range of vocational skills and knowledges as he can absorb beneficially. In other words, choosing an occupation, from the point of view of the school, is not a single act. It is, rather, a process in which the school lays only the foundation. The superstructure of choosing is raised in the postschool period in the experiences leading up to final selection. Likewise, in our schools the preparation for an occupation very seldom goes beyond foundation laying for the known reason that the individual usually doesn't know what occupation he will follow.

What we have said may seem to limit school responsibility in vocational guidance. It certainly does for anyone who may believe that elementary schools should have terminal responsibilities in vocational guidance. Let us disassociate ourselves from the currently impossible and certainly impractical—impossible and impractical in the sense that funds and staff for highly specialized postschool vocational guidance and placement work are probably unavailable and could scarcely be justified in duplication of existing public services for these purposes, namely the State vocational rehabilitation agency and the State employment service.

Actually, we believe that these remarks place the school vocational guidance responsibilities in proper focus. After all, building sound

foundations for occupational choice and completion of preparation are monumental responsibilities in themselves, which sharply reduce both the deaf person's occupational entrance and progress problems and the work of the rehabilitation service in assisting him with his choice and further preparation.

Were we to attempt to discuss in adequate detail all of the many school activities classifiable as vocational guidance, it is certain that the week of this convention would not be long enough. Let us rather mention briefly the high points in a desirable school vocational guidance service and then analyze them to some extent.

#### STAFF

A good starting point is personnel. A real vocational guidance service exists only in schools in which there is a professional worker whose duties are first and primarily guidance and counseling. Guidance is not something that happens on Sunday only or as a part of a reading or language lesson, or a disciplinary action, excellent vehicles that these media are. It is continuous, organized, and planned in accordance with the needs of each student. This is not to say that the guidance worker may not have other limited responsibilities in a school of less than average size. However, the development of a guidance program must be his main interest. Anything less means a pale imitation, an ineffectual, spasmodic, unorganized effort provided by frequently overworked, though nobly intentioned, teachers, house parents, principals, and superintendents. Surely in this enlightened day no one will seriously question that every large school should have a full-time guidance worker. The medium-size and smaller schools need one at least part time. The vocational guidance service is logically a large part of the total guidance program.

Frankly, having "settled" the all-important question of staff for vocational guidance, we could now sit right down with assurance that the crucial need has been covered. A qualified guidance worker develops in a much more positive sense than we could tell you about it, a complete vocational guidance service suitable for the needs of a given student body. However, since some schools do not have more than the rudiments of an organized service, discussion of important features may be helpful.

#### TIME AND PLACE

The qualified guidance worker can do what he is supposed to do only if he and the students are given the time. Therefore, granted that this work at least parallels other school activities in importance, infringements on scheduled guidance activities must be held to a minimum. Repeated disruptions of schedules lead to demoralization of the service which in the end means inadequacy. For approximately the same reasons, the service must be housed in accordance with standards for comparable school activities.

#### MAJOR GUIDANCE ACTIVITIES

Imparting occupational information, collecting and coordinating personal history data, psychological testing and evaluations, counseling, coordinating with community services, and following up are

representative vocational guidance activities that might be regarded as satisfying the needs of the average school for the deaf student body.

#### OCCUPATIONAL INFORMATION

First questions that are usually asked about occupational information are: What kind of information shall I secure? Where can I get it? How much does it cost? The kind of information that is most often sought is that about specific occupations. It is sometimes available without cost or at a small charge from Government, industry, businesses, business associations, labor unions, and similar sources. The quest for materials descriptive of occupations is naturally governed by prevalence and pertinence. We seek literature about occupations that are not unique to the area served by the school and that are suitable for deaf persons. For example, information about commercial deep-sea fishing would be suitable for selected students in coastal States but would have no practical place in a vocational guidance program in Iowa. Moreover, literature on radio announcing can have little significance in any occupational information library in a school for the deaf.

Too frequently occupational information ends with its collection, which is wasteful and pointless. A competent guidance worker insures that the material will be purposefully and effectively used by the students, as for example, a prelude to a followup of a well-planned visit to a local industrial plant or a lecture by a successful deaf worker. A number of us serving in teaching and supervising capacities bear witness. Appreciating the need for occupational information for the students, we have faithfully collected and filed it where it remains almost continuously because the burden of our primary responsibilities as teachers or supervisors thwarts our vocational guidance hopes.

Heavy emphasis on descriptive literature in our thinking about specific occupations, which usually includes data about the products, the skills required, training sources, the trend in job opportunities, hours, wages, and so on, has sometimes obscured the fact that there are other facets to occupational information which may be even more important, especially for a deaf person whose information sources in postschool life may be very limited. Without going into detail, let us name some employment situations and relationships that may be less troublesome for the deaf person when he has correct information about them in advance: The withholding tax, social-security tax, pensions, hospitalization and health insurance, typical plant safety practices, first aid, time clocks, labor unions, checkoff, sick leave, the physical examination, vacations, excused and unexcused absences, methods of applying for a job, common entrance procedures, selective placement, methods of pay, the paycheck, overtime, responsibility to employer, his responsibility to employee, responsibility to coworker, their responsibility, hours of work, rest periods, methods of progressing.

#### COLLECTING AND COORDINATING PERSONAL HISTORY DATA

Suffice it to say that adequate vocational guidance rests on sound evaluation of the total individual. This means that the guidance



worker secures from obvious sources all available medical, family, social, educational, mental, emotional, and vocational data, coordinates it and properly interprets it as he works with the individual. This important data when projected on the unfolding pattern of the student's current experiences and needs, charts the way for worker and student.

#### PSYCHOLOGICAL TESTING AND EVALUATION

We do not intend to talk about specific tests. Those of you who may not be as current as we on psychological tests for the deaf are welcome to write for our literature. Certainly no other function in guidance of the deaf has raised so much furor as psychological tests. One cannot by any means safely say that we are out of the woods yet. It will probably be many years before the language and developmental problems of a group so small as the deaf are clearly enough understood and widely enough known. However, out of the intensive studies of all psychological testing, some things that are important to all guidance workers have risen. One is that factor common to all tests interpretation, specifically, that the test results are not conclusive. They are useful in confirmation or denial of other characteristics of the individual and as a source of ideas for mutual consideration by the tester and testee. Another is that the test results in themselves are less important than the individual's methods of doing the test. Careful evaluation of test results and test methods is a major tool in the guidance worker's kit.

Incidentally, a school guidance worker who develops high-grade skills in the selection, administration, and interpretation of psychological tests to the deaf is a community resource in relatively great demand. He will, of course, extend his skills over the achievement, aptitude, interest, personality, and intelligence areas. An adequate school vocational guidance program requires a proper supply of tests in each.

#### COUNSELING

Counseling is the core around which the whole guidance service revolves. More good and bad vocational guidance work in our schools has probably been done in the name of counseling than in all other guidance activities. The comparative ease with which counseling may be undertaken adds to its attractiveness and, accordingly, its use. Also, those inner drives that convinced us that teaching was our calling undoubtedly fan a secret little flame of conviction that we are counselors, too. And so we counsel right and left without training for or appreciation of that powerful tool.

In our day, and we have no information that circumstances have changed appreciably since then, we supplied a great deal of counseling to most students. It was, however, unorganized, unplanned, and usually associated with discipline or a specific request for assistance from a student. The procedure invariably was that we listened to the problem, analyzed the various factors, and gave the student some first-class advice. In the light of current knowledge about acceptable counseling techniques, one wonders how wrong he can be. Of course, we did get some good results as witnessed by the excellent adjustments some children made. But we now wonder if the results may have been

in spite of, rather than because of, our so-called counselling. It seems we broke just about every rule in the book.

On the other hand, we were intensely interested in each student as a person, his feelings, and each of them knew it. This is a primary requirement for successful counseling. It may in part explain our successes in the face of very bad counseling techniques such as: (1) Playing a paternalistic role, giving advice, presenting answers to personal problems, thereby missing the opportunity to help the students achieve independence; (2) arguing and informing, thereby failing to recognize that feelings do not respond to argument or information; (3) interjecting our personal feelings into the counseling situation, thereby overlooking the fact that it is the student's feelings that are important.

Perhaps these bad counseling techniques were a byproduct of the split role so many have tried to carry as teacher-counselors. Faced with inadequate time to do otherwise, we teacher-counselors consciously manipulated students to conform to patterns or aims that we believed in. We prayed that the student would somehow make it, and many did. We may have harbored hopes that we would someday have the time and the know-how to help the students decide these things themselves. In those hopes we showed a glimmer of comprehension of the basis of effective counseling, namely, the supportive relationship in which the counselor supports the student in making his own decision.

The supportive relationship is the key to the whole vocational guidance program. A successful supportive relationship is a process that bridges understanding between the counselor and the student. The counselor shows his understanding and acceptance of the student by genuine interest, by recognizing and controlling his own feelings, and by recognizing and bringing out the student's feelings. The latter is then positively orientated, no longer defensive. In this setting of mutual acceptance and interest, the counselor is no godlike figure to tell the student how to run his life. He rather functions as a sounding board, encouraging the student to present his thinking, to analyze it, and to reach decisions compatible with his own best interests.

When we consider that the only answers to our own problems that have remained with us are those that we have worked through ourselves, we then appreciate the power for achieving educational objectives that lies in sound counseling techniques. Properly carried out, they help the student achieve his goals to an extent that insures his independence. They are the surest and quickest means of helping him to acquire healthy acceptance of his deafness and patterns of acceptable conduct.

#### COORDINATING WITH COMMUNITY SERVICES

The fact that our schools are generally elementary and that our students usually come from all parts of the State emphasize the need for coordinating the school vocational guidance program with pertinent community services such as the State vocational rehabilitation program. As previously stated, this was discussed at length at Fulton in 1951. It is brought to your attention here as an important ingredient of the school vocational guidance service. Close liaison

for each student with the rehabilitation counselor in his home district is essential for the large majority. This liaison is a two-way street between the school and the rehabilitation agency. Free exchange of thinking, information, and services are the key to success.

#### FOLLOWING UP

The gage for measuring the effectiveness of the vocational guidance service is the degree of successful job adjustment of former students. Following up each until job satisfaction is certain is the measuring process. Here, too, there must be close liaison between the school service and the rehabilitation agency. Mutual exchange of followup information can be one of the more useful means by which the school and the rehabilitation agency evaluate and refine their joint guidance efforts.

In reviewing the foregoing remarks, we recall that in a number of States great strides have been made in achieving school vocational guidance services along the lines we have talked about. Some may have moved beyond the levels we have set. That is good. In any event, there can be no doubt that in the past decade we have become increasingly guidance conscious. This, too, is good. Consciousness of need is the forerunner of realization. Realization of vocational guidance needs means better adjusted, more secure deaf people.

#### THE PLACEMENT PROGRAM IN THE SCHOOL FOR THE DEAF

(RICHARD M. PHILLIPS, dean of students, Gallaudet College, Washington, D. C.)

Attempting to be specific about plans for placement programs in our schools for the deaf strikes me as being similar to being specific about baby care. Each baby is a law unto himself, and our school programs are situations unto themselves.

This variety in situations is easily seen when we compare the locations of our schools. Some are in midtown districts, some are in small towns, others practically in the country. Some schools are in small States with nearby manufacturing establishments where good placement relationships may be easily brought about, and there is the Texas School with some cities in the same State several hundred miles away. Some of our schools are large establishments with well equipped vocational departments; other schools have a minimum of such training aids. On top of this we have the philosophy of the school itself; some are inclined to emphasize the academic approach, others the vocational approach, and yet others strike a happy medium.

The variety that exists prevents any one general plan, but it does not prevent us from having one general common aim. Taking it for granted that the basic purpose of our schools is to educate our children to the place where they can be self-supporting citizens, we will say, then, that the first aim should be to make our boys and girls the type of people that employers want to have. The purpose of the vocational instruction program as discussed by Mr. Jones, and the guidance program as given you by Mr. Williams is to produce such desirable graduates. The placement program follows upon this preparation for employment which is the climax of the preceding years of working and teaching, and planning. The success of placement efforts depends upon the type of product it has to sell to the employer. If

the product is good the placement can be good; if the product is weak the placement cannot very well succeed. In spite of this dependence upon the previous efforts of the school, the placement program cannot let all of its efforts ride along upon the product it receives. While we all know that a good workman well placed will turn out to be one of the best of aids for future placements in that establishment and one of the best selling points for future products of the school, it has to first of all be a good placement of a good product.

During the years of World War II there was much emphasis placed upon putting the right man into the right job. This was a version of the idea of square pegs being put into square holes. The large amount of work to be done during this period of emergency made it imperative that maximum production be realized, thus forcing employers to analyze the jobs they had and the reduced manpower available to fill these jobs. The influence of this thinking continues to be felt in nearly all industry. It is logical, then, for us to plan our approach to industry along their line of thinking. It will be the function of the guidance program to furnish information about the specific abilities and interests and developed skills of our students. With this information and a knowledge of the shape of the peg we are to place, we will be better able to find a hole of corresponding shape that will result in a happy placement. The placement man who can furnish reliable data about his product will find ready acceptance for his wares. This information should be carefully tabulated and of the type that the prospective employer wishes to have. Previous interviews and contacts will give the placement man an understanding of what is desired by the various personnel workers he approaches.

Placement is a selling job and thus involves meeting and talking with employers. The needs of various industries and types of occupations can often be gained from reports sent out by the Government and some industrial organizations, but the needs and desires of the man in the employment office of the company you are approaching are his own particular needs and they will be known only after you talk with him and show an interest in his problems. It is not possible for the placement worker to know all of the placement opportunities that exist for all of the students who graduate from or leave his school. However, he should have a number of such contacts, especially with larger firms that hire a variety of people for semiskilled work.

Very closely allied with the direct placement value of knowing the needs of employers is the value of this knowledge to the school vocational training program. The placement worker is in almost daily contact with the needs of the employer which he can pass on to the instructors and those responsible for the planning of the vocational courses. In this way the product of the school will more closely meet the demands of the industry.

The day is past when industry, the worker, the educator, or any other person attempts to do the whole job. Ours is an area of specialization and interdependence. This is also true for the placement man. Only in certain localities will he be able to carefully cover all of the possible job openings; therefore, he must rely upon other agencies. Foremost among these should be the State employment service. Considerable money and time is spent in maintaining these offices and they should be used to as great an extent as is possible. The character of the personnel in these employment service offices varies greatly. There

will be certain offices where a considerable amount of assistance may be secured, and yet there will be others from which very little concrete results will be forthcoming. Good relationships with these agencies will be very important to the placement program in that they afford a wider coverage of possible job opportunities.

Another agency of perhaps more value to our students is the State vocational rehabilitation agency. Contact with this source of assistance may often be twofold in that it will not only assist in placement efforts, but in some cases may provide additional training which will increase the placement possibilities of the individual. Practically all of you have a working knowledge of the functions of rehabilitation groups in your State so it is not necessary to go into any detail at this time. However, it cannot be too strongly urged that a good relationship be established and plans made for exchange of information and ideas.

In the school where there is limited personnel and limited time for placement activities the logical place to which referral may be made is the State employment agency and the State vocational rehabilitation agency. Time spent in building up cooperation and understanding with these groups will be fruitful in job placements over the years. For some schools this could make up a large part of the school's efforts toward placement of graduates and other students.

There is always important need for adequate followup on all placements. Not only are more jobs found but many jobs saved when a routine checkup uncovers some small matter of dissatisfaction that may be removed before trouble starts. Here, too, more information may be secured for use by those who plan and execute the training program.

There is one word of warning that should be mentioned, and that is to be very careful not to overdo a good thing. Do not make your employer contacts too frequent or too detailed. Judge your personnel man carefully and always try to be helpful to him, but remember that he is not there to serve you and his time is important to his company. Make this relationship a happy one and it will be a good building block in your placement program.

#### FREE AND INEXPENSIVE VISUAL MATERIALS FOR USE IN SHOPS AND VOCATIONAL CLASSROOMS

(WARREN W. FAUTH, teacher, Central New York School)

The purpose of this paper is to give teachers an idea of the varied teaching materials that are available to them free of charge, to suggest some uses for these materials, and to explain how they can be obtained. An exhibit of some materials gathered in this fashion, free of charge, is on display for this section. Also included are compiled lists of good source material giving the address and a description of the material which can be obtained. It is hoped that instructors will obtain and use this material and that they will be stimulated to seek out additional materials for themselves.

One of the easiest and best ways to reach the deaf child is through the use of pictures and other visual materials. This is true in the shops as well as in the academic classrooms. The use of visual materials is becoming increasingly important in industry and business. Many companies use visual aids as an advertising medium or as means



of improving public relations. For this reason there is a wealth of free and inexpensive material available in the vocational field which should be exploited by alert instructors.

Some of this material is learning material for the use of pupils which teaches the use of tools, techniques, and skills. Other literature deals with the properties of raw materials used in the shops and classrooms. Posters are especially good and are available in great quantity. Some companies put out posters on the correct use of their tools or methods of working their products. Sample materials, catalogs, films, and filmstrips are also available in many areas which have a real appeal to the deaf child and also contribute to his learning processes. In the field of home economics there are hundreds of items which are of great value in the classroom and in later life. Recipes and patterns are especially suited for use by the students after they leave school.

Schools for the deaf pride themselves on the wide variety of vocational opportunities that are offered to their students. The shops are a most important section of every school for the deaf. In every area of vocational work there is considerable literature and much visual material available. The experienced instructor already knows of many sources for these materials and has found ways to use them. In addition to his own sources the instructor usually has other sources of material if he will avail himself of them. Every vocation has its trade magazines and these magazines offer in their advertisements many materials for school use. There are also in most libraries published lists of visual materials offered either free or for the cost of transportation. In addition to regular published lists of source materials a letter or card written directly to the various advertisers in trade magazines will bring considerable excellent materials.

Another excellent source is the United States Government. Our Government produces thousands of booklets, maps, charts, and other materials which deal with almost every vocational subject. Most of this literature is free or can be obtained for a nominal sum. Congressmen are often quite happy to arrange for the sending of materials for use in the schools of their district.

Breaking down the vocational section into broad, generalized sub-topics, we are able to see where some material can be obtained in each division. There are hundreds of other sources, many of which, perhaps, offer better materials than those exhibited here today. However, the purpose of this exhibit is to stimulate and encourage teachers to obtain materials in their field. Also, this will, perhaps, give the new teacher something to work with and something to develop as he gains more experience.

Probably the best individual source for agriculture materials is the United States Department of Agriculture. This Department offers a wide variety of materials on all of the various subjects covered by the term "agriculture." This material can be obtained directly through the Department of Agriculture or through the various bureaus dealing with special subjects such as animal industry, forestry, entomology, and farm management. The manufacturers of farm machinery and farm equipment offer a great deal of material, much of which is excellent for classroom use. Motion pictures and filmstrips in this area are excellent.

Forestry and allied subjects are of interest to various vocational departments. Materials on this subject can be used in the agriculture department, the general shop, woodworking, and even in the print-shop where the pulp-and-paper processes should be of interest. Various wood industries have excellent materials for reference and for classroom use, depending on the subject being taught. Motion pictures of these products are informative and are useful in correlating vocational work with academic subjects. Materials used in teaching trades and vocations are often useful in the social-studies area.

As has been stated previously, the homecrafts area has much to offer in the way of recipes, patterns, and skills for girls who plan to have their own home. These things have a practical value in addition to being excellent teaching aids. Literally thousands of free items are available in every part of this field. Homemaking magazines offer whole pages of sources of free or inexpensive materials, many of which are available in classroom lots. The range of subjects and materials is tremendous and contains much in the way of decorating, clothing, needlework, and foods. Many of the materials could and should lead our girls into interesting and profitable hobbies and avocations, as well as preparing them for homelife after school. In this area could also be included items on personal appearance, child care, and use of makeup and color schemes.

Beauty culture or cosmetology has many items to offer, including hair styles, makeup, and manicuring. The exhibit is limited in examples of this sort, but magazines in this field should have much to offer.

Photography as a hobby and as a profession has much appeal to the deaf student. The major photography companies offer handbooks on various phases of photography, as well as beginning courses in amateur photography. Visual-aids pamphlets and booklets on the use of cameras and projectors are also available. Better and more interesting photography can result from the use of these materials.

Although few of our schools have courses in auto mechanics, many of them offer driver-education courses. There is much fine material on this subject which can be used to good advantage. General Motors offers an excellent set of charts showing the various systems of an automobile, as well as a set of 15 booklets on this subject. Driver-education materials are also available from the American Automobile Association. Safety posters and charts are helpful and can be obtained from various insurance companies. Auto-mechanics courses would find material offered by the Snap-on Tool Corp. of considerable value. This company offers a complete set of booklets, pamphlets, and wall charts describing the use of various automotive-repair tools.

In the printing trades there is a limited amount of instructional material. Advertisements in trade journals and magazines should be a source of such materials. The American Typefounders and the Intertype Corp. are sources of much excellent free material. For bookbinding and rubber stamping, the G. A. Pratt Co. and Gaylord Bros. offer excellent materials explaining the methods and steps used in bookbinding. Paper companies offer a considerable amount of literature in the field of papermaking and types of paper to be used for different purposes which may be of some value to printing students.

Commercial work, although limited in many ways for the deaf, is an area where there is much material to be had for the asking. Almost every major typewriter company offers its own course with drills, tests

handbooks, and charts. Some prepare a special kit for teachers, while others have practice sets, correction drills, and textbooks. All of these materials are excellent and should be of considerable use to commercial teachers. Business-machines companies also have available great quantities of instructional materials on the use of their products. A fine example of this type is contained in the exhibit; much of this material is probably familiar to most commercial teachers, but new teachers should find it of considerable help.

By far the most productive source of materials is in the area of wood and metal tools and machines. Most of the companies manufacturing these products have educational departments which supply, upon request, considerable materials which can be used as texts or supplemental materials for the use of their machines or tools. Some even offer complete courses which are used throughout the country in vocational schools and shops. Much of this material is free, while others are available at a nominal fee. Aside from the various tool and machine catalogs, there are wall charts, handbooks, booklets, textbooks, films, and filmstrips available. These materials cover all types and kinds of machines and tools, including lathes, drill presses, shapers, grinders, power saws of all kinds, vises, jointers, planers, and hand tools of all description. Special school kits are offered by some companies, while others have developed shop projects to be used as lessons in the use of various machines.

Much of this material is too technical and difficult for deaf students but can be of considerable value to the instructor. Films, charts, and other visual material will help to demonstrate the use of various machines. Charts showing the proper use of hand tools often saves considerable time that would have to be given to individual instruction. Moreover, familiarization of these company methods and techniques will give the student a better opportunity to succeed in industry after leaving school. The ability to follow directions is also being developed as the student uses visual materials to use, care for, and maintain his machines and tools in the proper working condition. Some of the many examples of this material are included in the exhibit, also a list of some companies which offer educational materials.

Handicrafts, although not entirely vocational in nature, are quite often connected with the general shop program. In this area there is a wealth of material which is instructive and which can lead to vocational work or interesting hobbies. Here again magazines and trade journals will give leads to opportunities to get catalogs, instruction sheets, and other interesting and useful materials. Leatherwork, ceramics, and plastics are three fields offering considerable opportunities for the deaf. In these areas there are again companies which are more than willing to send materials, samples, and directions for using their products. Useful and informative materials on design, modeling, and uses of these materials are available from many sources. A few samples of these materials are in the exhibit.

Art, although a subject in itself, is extremely useful in all phases of handicraft work. Art supplies, designs, and hints on how to use various colors and media are available from any of the major paint and crayon companies. These colors and media are useful in working the various crafts from silk screening through felt crafts, beadwork, whittling, model building, shell art, and stonework. All of these arts and crafts have their place in helping the deaf child to develop manual

dexterity and skill with tools. Many of these things are too expensive for widespread use but are excellent as hobbies and in learning other skills. Many of these crafts can be taught in the dormitories by house-parents, thus leading to a correlation of school and dormitory activities.

In most cases a typewritten letter, explaining your work, the subjects you teach, and the special needs of deaf children, produces much more satisfactory results than a postcard requesting materials. There are many such materials available to the enterprising teacher. The use of these materials will enrich the program for the instructor as well as the pupils.

#### SECTION FOR SUPERVISING TEACHERS AND PRINCIPALS

Section leader: Lloyd A. Ambrosen, principal, Minnesota School.

Paper: A Reading Program for Primary and Intermediate Grades, Mrs. Edna L. Wolf, supervising teacher, primary department, California School.

Discussant: Reading, Priscilla Pittenger, department of special education, San Francisco State College.

Paper: Survey of Methods of Evaluating Pupil Progress, Armin G. Turechek, principal, California School, Riverside.

Discussants: E. LeRoy Noble, principal, Iowa School.

Discussion of survey of evaluating pupil progress, Lewis Mayers, principal, Oregon School.

Paper: Guidelines for a Program for Slow Learning Deaf Pupils of Secondary School Age, Hugo F. Schunhoff, principal, Kendall School for the Deaf; chairman, department of education, Gallaudet College, Washington, D. C.

Discussant: Myron A. Leenhouts, principal, California School, Berkeley.

#### A READING PROGRAM FOR PRIMARY AND INTERMEDIATE GRADES

(Mrs. EDNA WOLF, supervising teacher, primary department, California School)

The first question which I would like to consider with you is what we mean when we use the term "reading." There have been many excellent definitions of reading given by the various educators who have worked on the problem of teaching reading to hearing children. Edward W. Dolch in his book *Teaching Primary Reading* gives the following definition for the beginner as a threefold process:

1. Recognizing most of the words.
2. Guessing or sounding out the others.
3. Getting meaning as a result.

Note that the hearing child gets the meaning as a result of these steps because he already understands and uses the English language. The problem of teaching him to read is merely that of deciphering certain symbols standing for the language meanings which he already knows.

Our deaf children do not understand and use the English language when they begin their schoolwork in the primary grades, so we must think of our problem of teaching reading as one of teaching the reading of a foreign language. Because English is not a foreign language to us we are apt to lose sight of the fact that it is to a deaf child.

Obviously, a deaf child needs to bring some kind of knowledge of the English language to his first attempts at real reading, just as the hearing child brings understanding and use of language to his beginning reading.

One of the first steps in teaching language is that of building concepts. This is a process of associating meaning with a printed symbol

so definitely and in so many ways that, eventually, after sufficient practice, the sight of the symbol alone will bring the meaning to mind. The practice of associating meaning with symbol is language concept building; the getting of meaning from the sight of the symbol alone is reading. Heretofore, we have often erroneously called the former process—i. e., the concept building step of teaching language—by the term “reading.” This is not reading, really. The latter process, i. e., the getting of meaning from the sight of the symbol alone, which is reading, has baffled us with little deaf children and too often it just hasn’t taken place until much later in his school life—after he had gained some spoken and written language facility. By that time the subject matter of the attractive primary reading material was no longer of interest and valuable experiences had been missed.

Much of the excellent and attractive reading material on the market today has been put to too little effective use with deaf children. They have, indeed, been “exposed” to it, but, too often, it has not “taken.” Every teacher of little deaf children has had the discouraging experience of placing an attractive reader in the hands of a small deaf child, having him look eagerly at the pictures and then be quite finished with the book—without being faintly interested in the printed symbols or aware that there was anything to be gained from these “black marks” on the page. Nine times out of ten we, his teachers, have ended up doing the reading for him and have tried to get the meaning over to him one way or another.

Our initial approach to this problem has been the building of language concepts in a very definite way so that the child will be enabled to undertake reading as such. This concept building is a preparatory step for reading just as knowledge of oral language is a preparatory step for reading on the part of the hearing child.

The methods used for teaching beginning concepts to deaf children have been largely those of the building up of a sight vocabulary through matching print to print under pictures or objects, and then matching print to the picture or object itself. Similarly, a vocabulary of action words (verbs) has been built up through the carrying out of simple commands. While this work is being done during the first year, we keep in mind that it is vocabulary concept building only—not reading. It does little or nothing to enable a child to read any kind of connected language. Certain words have very different meanings when placed in a sentence setting and, due to the deaf child’s lack of language knowledge, the meaning or thought contained in a sentence or paragraph is frequently lost to him. Vocabulary building does not solve the problem then, important though it may be.

How can we do this job of language concept building in the best possible manner? There is a basic principle which should ever be kept in mind. We must see that the mental picture (meaning) behind certain symbols is already in the child’s mind clearly before he is confronted with the symbols themselves. If we can seize the moment when the meaning is clearly there, then we may tie (associate) the symbols to this mental picture. But, you ask, how can we put this mental picture there? By giving the child experiences—structuring a situation so that he will have the experience we wish him to have—or by seizing the moment when he is having some unplanned experi-



ence and then clamping (associating) the English symbols with this mental picture.

This leads to a discussion of experience charts. Even though a child has just had or is having a certain experience, it does not follow that the language for that experience will be clear to him when it is placed in front of him. At first it will look like so many lines of varied contour and will be completely meaningless to him, but gradually through continued association in a variety of experiences involving much repetition, the black lines will gradually take on meaning—i. e., the sight of an arbitrary arrangement of lines will bring up in the child's mind the ideas for which they stand, and only when the child has reached this point can we say that he is ready to begin to read.

(At this point she gives the group the experience of seeing an experience chart through the eyes of a child by means of a hieroglyphic chart that removes the possibility of thinking with words.)

Experience charts or items based on experience are a method of associating meaning with the symbols standing for that meaning. They provide one of the means for the deaf child to gain language patterns through his eye just as the hearing child does through his ear. But the child is still not reading. He is building concepts of the English language through the experience chart and it is a language teaching step—a necessary preliminary to reading as such—i. e., the getting of vicarious experience from the sight of symbols alone.

Our deaf children at one time or another have had a great many of the experiences that are common to childhood and these experiences are the subject matter of much of the attractive primary reading material published today. However, they have not always had these experiences at a time when we were there to associate the language with the mental picture in the child's mind. Therefore, no matter how many times a child has gone to the grocery store with mother when he was at home, the experience is useless for language-teaching purposes unless the language was associated then and there. The teacher must repeat these experiences with the child in order to be sure that the mental picture to which she is attaching symbols is an accurate one.

After the child has learned concepts for certain language based on experience, then, and then only, is he ready to reverse the process—that is, to be presented with language symbols and to be expected to get a mental picture (or vicarious experience) from them. This process may be called reading, since the deaf child now has some knowledge of language concepts to enable him to read.

In the light of the foregoing discussion, we have carried out an experiment which we hoped would enable our children to handle public-school reading materials more adequately. We chose for our first experiment the Scott-Foresman Curriculum Foundation readers because the story is largely conveyed by the pictures rather than by the printed material which is only incidental conversation. This fact lent itself to our purpose as you will see in a moment. We worked with a class at about the middle of its second year in school, the age of the children being about 7½ years. The children had quite a large sight vocabulary and concepts of simple sentences based on their own simple activities which had been built up during their first year.

We used the Big Book which is a duplication of the preprimer, We Look and See.

The following is a brief outline of the procedures used for the first unit on Dick:

Our first problem was to construct some reading material to which deaf children could react in such a definite and concrete manner that it would prove to us that they were really reading—i. e., getting mental pictures from the symbols.

We recalled that our children drew pictures, dramatized, pointed out things, or arranged objects when they wanted to get over some idea to us. We decided, therefore, to prepare and train the children to show mental pictures gained through reading by drawing, dramatization, or use of other art media such as the depicting of a situation by means of clay or cardboard cutouts. We started this sort of thing even during the first year—as soon as we thought the children had developed some simple concepts through many and varied associations of symbols with objects and experiences. We would test his knowledge by having him depict by drawing his mental picture obtained from the symbols composing a simple sentence.

For example:

A boy is running. A girl has some flowers.

Then we would combine sentences gradually for this testing—such as:

A boy and a girl are running. The boy is flying a kite. The girl is pulling a wagon.

We emphasized the use of simple stick figures and large, rapid drawings using colored crayola. We discouraged detailed or fussy drawings. We wanted only enough to show that the child got the idea behind the symbol, and we did not want a lot of time consumed or wasted by this part of the work.

Now we were ready to write reading material accompanying the text and which would tell the story depicted by the pictures but written in such a way that the child would be enabled to show the ideas he gained from reading the material by use of drawing or the other art media mentioned. In other words we were aiming at something that would prove to us that the child was really reading—depending on what he could get from the printed symbols without any help from the pictures in the book.

To this end, we wrote in chart form small stories about the pictures embodying the language that would be used in informal discussions about these pictures, were we working with hearing children. For example, we wrote the following stories to accompany the pictures in the book of the first unit:

Picture No. 1: Dick went outdoors. He raked leaves. He put them into a basket. He is doing a stunt. He is standing on his head. He wants Jane to look at him. He is saying, "Look, look!"

Picture No. 2: Dick is falling over backward. He is upsetting the basket of leaves. He is surprised. He is saying, "Oh, oh, oh!"

Picture No. 3: The basket of leaves fell on Dick. He is laughing. He is saying, "Look, look, oh, look!"

Now we had the source material or the definite language constructions, expressions, and vocabulary for which we had to prepare and so our next problem was to give the child a conceptual background

for this particular language. We did this by giving him some actual experience that would enable us to bring in a use of such language at the time of the experience—or by grasping an opportunity that came up in class.

These experiences are not necessarily duplications of the experience in the story—in fact it is better if they are not, as we are aiming at the true semantic value of the language meanings. However, they are experiences that enabled us to use the same language and to build up a knowledge of the language meanings.

In writing the stories on the pictures, we had done several things that were most unorthodox from the standpoint of the usually accepted procedures in teaching the deaf. Since an idea of verb tense is one of the most difficult things to teach, the past tense is the only one ordinarily presented in the early years. The present progressive tense is not introduced at all until the third year in school when the child is expected to learn to use it. However, in our charts we decided to try introducing it for the concept phase only at this time, and we do not hesitate to use the present perfect when it is indicated.

Another unorthodox procedure was the introduction of direct discourse. For a number of reasons that would be extraneous to the purposes of this paper in that they have to do with language teaching methods, deaf children have not been taught the direct quotation language construction in the primary years at all. However, since we were dealing with concept only, and not use of language, we felt justified in introducing it as it was most necessary if the children were to get any ideas at all of the significance of the printed lines under the pictures in the text. Another difficulty facing us was the fact that such natural conversational "small talk" as "Look, look—oh, look!" had never been used in teaching the deaf previously. The deaf child was incapable of using it and was unaware of its going on about him. Our whole emphasis having been placed on the type of language used in writing, we neglected the informal—and conversational, the more natural forms.

It has been one of the noticeable weaknesses in our approach in that as our children get older and are placed in various social situations, they are often unable to make the little natural comment or return required in the ordinary conversational situation. As our experiment progressed, we found that it was possible to get over the natural significance of such comment as, "Oh, look!" when we had a real situation that called for such a comment and, having our purpose in mind, we remembered to use it on our charts at that time. We also made every effort to use natural vocabulary—not to be bound by traditional vocabulary.

We handled the problem of the present progressive tense as it usually has been done except that we stopped at the concept step and did nothing along lines of having the child learn to use it himself at this point. We were careful to use verbs whose past tenses were already familiar to the child when we first introduced this type of work. The teacher told a child to perform a continuous action such as that of bouncing a ball for a long time. While the child was carrying out this action, the teacher wrote on the board, "Joe is bouncing the ball." She pointed out that he was doing it now—that he had not stopped. Then as soon as he finished the action, the teacher quickly erased the

words "is bouncing" and called on some child to come up and write the past form "bounced" in its place.

We were now ready to provide or grasp experiences and build experience charts so that the language was directly connected with the experience. Examples of some of the charts based on actual experience in preparation for the reading of the first unit were as follows:

1. Joseph fell over backward. He was surprised. I said, "Oh, oh, oh! Look, see Joseph." We laughed.
2. We went outdoors. We walked to the greenhouse. We saw Mr. Chamberlin. He gave us a rake. We raked some leaves. We put them into a basket.
3. We went to the gym. We did stunts. Warren turned a somersault. Jean, Norma, and Mollie turned somersaults, too. Joseph stood on his head. George stood on his head, too.
4. We made paper boats. We poured water into a big pan. We sailed the boats. Jean's boat upset. Joe's and Warren's boats upset, too.
5. Warren upset a glass of water. The water spilled onto the floor.
6. I upset a box of candy. We threw some of the candy away. I was sorry.

After many experiences of this sort for language concept building, we were ready to test the language knowledge to see if the children were ready to read. One or two sentences at a time would be constructed using language constructions and vocabulary for which we hoped the children now had concepts and they would be asked to show the mental pictures they got by drawing or use of one of the other art media. Sample test sentences in the preparation for this unit might be such sentences as follows:

A boy has a rake.

A man is raking some leaves.

A boy is doing a stunt. He is jumping over some leaves.

A boy is standing on his head.

A dog is upsetting a basket of leaves. The leaves are falling on him.

A woman is putting some leaves into a basket.

If we found faulty concepts or lack of concepts when we tested in this way, we knew that more actual experiences, accompanied by the association of symbols with these experiences, were necessary before permitting the children to tackle the actual reading material we had prepared to accompany the text. Finally, however, we were ready to have the children actually make their attempt to read the story charts. We took one page or story at a time. We first covered the big picture which the children had never seen. This is important. Then we had the children read the chart story we had prepared; had them draw their own picture to show the ideas they had gained from this reading; and, finally, after their picture was completed, we "unveiled" the artist's picture with which they could compare their own efforts to their great interest and delight.

During this second year the children's pictures are usually done at board or easel and are a group effort. The teacher may draw a large rectangle to frame the picture, and may put in the horizontal lines in the beginning. Individual children volunteer to draw their mental pictures of the various parts of the picture. In this way slower children are helped and get inspiration from the quicker ones, at first. Later the children do individual work but group work seems advisable throughout the second year.

Durrell<sup>1</sup> says that "a teaching plan or procedure is by nature an

<sup>1</sup> Donald Durrell, *The Improvement of the Basic Reading Abilities*, p. 4.

experiment. To judge its success in the teaching of reading, two factors must be considered; its efficiency in improving reading abilities and its power to establish a desire for reading." The method of approach outlined here has certainly improved reading abilities. As to the establishment of a desire to read, our children have discovered for the first time, I believe, that there are ideas to be gleaned from these "black marks" on the page and they show every sign of wanting to get at these ideas.

To our gratification, the children's interest in the reading chart without benefit of pictures was superior to that ever previously noted on the part of deaf children. Their faces showed comprehension as they read, and their pictures also proved their understanding. Not only did they read with interest and enjoyment, but they anticipated that something was to follow. They got the story idea and tried to guess what the next happening would be. Through this work, the outside world was brought into the classroom and the children were able to relive the experiences common to childhood through their reading. They looked forward to each lesson with enthusiasm and interest. For the first time in our experience we felt confident that second year children were really reading.

During the third year in school the children use a primer as a basic text. The material used for reading is based on the pictures as before, but it is usually placed on the blackboard rather than charts as it is more extensive. Later individual typed (on a large primer type machine) stories may be given to the children for review and individual response. In the fourth year the material is prepared on individual typed sheets and almost all of the work is done by the children individually just as they would use a workbook.

By the time the child has gone through this wealth of reading experience, the material in the book itself, which is also read, of course, for each unit, is simple to handle. Usual procedures for testing are employed—questions, discussion, dramatization, following directions, and so on.

Since first beginning this reading procedure, we have worked out some material to accompany the Winston series, the Silver Burdette series, and the Gates series in addition to that for the Scott-Foresman series. Each teacher almost has to write her own material although a set of stories can be established for a guide. However, the length of the charts or stories written, and the type of language and vocabulary used can be modified by the teacher to fit the abilities of her group.

The amount of reading done in any 1 year is not measured by the number of texts read. If we complete one preprimer during the second year we are doing well, but the children have done a wealth of real reading in connection with it. The following year, while we are working at primer level on a basic text, the children are given an opportunity to read independently and for pleasure, a great number of books at the preprimer level. Since vocabulary and language construction has been worked out very scientifically by numbers of educators working in the public school reading field, their research is of great benefit to us. Our children can handle these books independently quite well after this kind of reading approach.

While the method has not solved all of our reading problems by any means, it has, we feel, brought us much further along the way. It



has given our children a very different attitude toward the subject, plus a great deal of pleasure in the sharing of normal childhood experiences with their reading book friends whom they come to look upon as real people whom they love and enjoy.

### READING

(PRISCILLA PITTINGER, department of special education, San Francisco)

The principal problem involved in the presentation of reading materials to beginning deaf readers is a reconciliation of the actual age of the children and their corresponding range of interests with the simplicity of the ideas in most readiness and preprimer textbooks. In fact, many of these textbooks are not interesting to hearing children for the same reason, although the hearing children who use them are, in general, younger than the deaf ones. Much enthusiasm for reading is stifled by this limitation.

A chart-reading approach to the teaching of reading such as Mrs. Wolf has just demonstrated is doubtless the basic answer to more effective teaching of reading. The patterns of functional language are far more faithfully reproduced on charts than they are in the language of early reading textbooks and the skillful use of chart reading can and should lead into textbooks in which the child actually reads, handles books as they are normally handled, enjoys complete satisfaction, and has the impression that reading is pleasant and possible.

The question might be raised, however, whether the development of charts which use a wide range of language based upon actual experience of the children leads forward to the reading of the simple preprimer language. In using the charts the child moves far beyond the language of the preprimer and then is brought back to very simple reading when he turns to his actual book. Is it possible that his book, then, is neither interesting nor challenging?

Why must the child read a page in his book which contains two words and a picture when he has just read a chart which is a full paragraph? Would not his reading interests be better served if his charts were made to incorporate the words of the preprimer and he were to be allowed to discover the book for himself and find that he could read it—could actually read it all in one sitting?

Does the child read the chart which is beyond his language level? Does he not read this chart if he knows what the hieroglyphics on it mean and if he can make the association between the printed symbols and the activity that they represent whether he can interpret each and every word or not? This, of course, raises the fundamental question, "What is reading?"

This discussion is presented on the hypothesis that a discussion is designed to raise questions about the material which has just been presented—not necessarily to agree or disagree with that material. The whole field of teaching reading is full of controversy. The best thinking, the highest skill, and the most experimental approach that every teacher can contribute are needed; and every suggested approach should be examined as dynamically as possible.

## SURVEY OF METHODS OF EVALUATING PUPIL PROGRESS

(ARMIN G. TURECHEK, principal, California School, Riverside)

In an effort to find a basis for a discussion regarding evaluation of student progress in schools for the deaf, a survey of present practices was designated. This was made through the use of questionnaire which was sent to 155 private, day, and residential schools for the deaf. The schools selected had an enrollment of 20 students or more; 102 returns were made which was very gratifying.

The questionnaire was designed to discover methods used throughout the country to answer three problems:

1. How parents are informed of student progress in school.
2. Methods and means of using tests to evaluate pupil progress.
3. What bases are used to group students.

Probably the most troublesome of the above problems is the one of keeping parents informed of their child's progress. The beginnings of pupil evaluation were probably based on this need. What better threat could a teacher have made than to give a failing mark or what better reward than a superior grade? A smart teacher could satisfy parents by giving all good grades but then the administrator began to question the merits of this evaluation system. So we find standardized achievement tests evolving. Now the administrator had a surer method of comparing the progress of Miss Jones' students with Miss Brown's. Not only that, but he also had the perfect answer to the constant complaint of the teacher who did not want Johnny or Billy in their class because he was too slow. Now classes could be set up with a scientific precision that would eliminate all these headaches—or so the early advocates of standardized tests claimed. Still we find that few schools today base their groupings on achievement tests alone.

First, let us survey evaluation made by report cards. The vast majority of schools do use a report card. Here the trend is definitely away from number grades and is toward reducing the number of grade values to a minimum. Most schools use the familiar A, B, C, D, and F values, but some are changing to grades such as satisfactory, improving, etc. In some cases schools have reduced the number of grades to a maximum of two. It is noted that some schools make an effort to explain grades in terms the student can understand. This is being done especially in elementary grades, for example: S, I do very well; U, I need to do better.

A survey of the items used on the report cards indicates that many schools are discarding the old subject matter headings and are shifting to more descriptive headings, for example, I can count; I understand what I read; I am neat and clean; writes neatly and plainly; strives to be accurate. Usually space is provided for any remarks the teacher would like to make and sometimes space is provided for a parental remark.

Most of the schools replying indicated that they were satisfied with their present report card. Only 12 schools reported dissatisfaction with their present card. However, 33 schools reported that they would like some changes in their report card or that revision was in progress. This probably indicates that while most schools find their report cards satisfactory, they would like to find a more perfect medium for reporting pupil progress.

Fifty-one schools allow space on the card for teacher comments regarding their student's progress. This would indicate that most schools feel that it is difficult to give a clear evaluation of the student through grades alone. Some schools dispense with a formal report card. In some of these schools, the teachers are expected to make written reports for each student. Most of these schools do not use an outline to guide the teacher in the preparation of this report. This type of report is quite popular for use with primary children. A few schools indicate that the teacher was expected to give a report of the amount of progress made in the primary course of study in this written report.

The frequency of sending report cards varies from 2 to 10 times per year; 32 schools report sending cards 6 times per year; 31 schools report sending them 4 times per year. Six reports per year would seem to be the most popular spacing with four per year a very close second. A few schools vary the number of reports depending on the grade or department. Where there is a variance, the number of reports usually increases in the later years of school life. Typical of this is a school that sends 2 reports during the primary years, 4 per year during elementary and junior high school, and 6 a year for the students in senior high school. One school reported a unique schedule.

Routinely, only two reports per year are sent; however for students continuously making poor grades, reports are sent monthly or as often as necessary. Some public schools, feeling that any written report is unsatisfactory, are arranging teacher-parent conferences to discuss each child's progress. In some school systems, school time is allowed for such conferences, in others, the teacher is expected to do them on her own time.

Conferences are very difficult to arrange in a residential school where parents often live at great distances from the school. However, this method is used in 75 of the schools reporting. Only five schools indicate that conferences are used instead of report cards. In 50 cases, conferences supplement the report card. Among the schools that commented on this, it is noted that most do not arrange for formal individual conferences. Most of them have certain parent days on which parents are encouraged to talk to the teachers. One school reports that teachers are available on Sunday afternoons for parent conferences. It is very doubtful if this practice will grow in popularity.

Fifty-three of the schools scheduling conferences use them throughout the entire school. Nine schools arrange for them only in the lower grades. One school reports that such a conference is arranged only during the 8A grade; another uses this method only in grades 1, 4, and 8.

While 44 schools report that conferences are satisfactory it is evident from some of the comments that the apathy of certain parents is a deterrent to complete satisfaction. One school comments that it works fine except that parents who are most needed fail to make an appearance. Another reports that some parents never come to school. The use of this method is probably most successful in the lower grades as is indicated by one school in the statement that contact with parents is difficult when the children get older and can come and go by themselves.

The growing popularity of mothers' school for mothers of nursery-age children may lead to furtherance of this method of reporting. As parents become acquainted with the school and school personnel, they may be more willing to come in for conferences.

As might be expected, parent conferences are much more popular in day schools where parents are more accessible due to the proximity to the school.

Probably the greatest need for good pupil evaluation is based on the desire for homogeneous classes. Teachers are most concerned in this problem and so it is not unexpected when we find that all of the schools report that teacher recommendations are considered as one basis for groupings. However, most schools do not allow this to be the sole criteria for deciding groupings. Maturity is considered by 67 of the schools, age by 64, achievement tests by 63, and reading level by another 63 schools. This would confirm the comment made by a number of reporters to the effect that they consider all factors in attempting to make an evaluation of the whole child.

Many other factors are taken into consideration by administrators in determining classes. Nine schools used school achievement, daily grades, and school examinations as factors. Five schools report using intelligence tests and another five use social adjustment and emotional stability as partial determinants. Other factors reported were items such as trial placement, language ability, parent conferences, hearing level based on audiometric tests, judgment of principal, parent interest, and background of child, progress reports, ability or superior work, length of years of school experience, future possibilities, and conferences of academic staff taking into consideration age, maturity, and reading level.

Three schools have no trouble with this problem of pupil placement, one school reported no student failures, and the other two did not give promotions but allowed each child to progress at his own level and speed within the class.

Fifty-two schools report that they are satisfied with their present groupings while 34 schools express some dissatisfaction. Even in the schools reporting satisfaction, there was sometimes a comment to the effect that 100 percent satisfaction in groupings is impossible. One of the greatest deterrents to satisfaction in groupings is the limited number of students in most schools for the deaf. One administrator from a midwestern school probably expressed the feelings of most in his statement:

To say we are satisfied indicates possible smugness. To say we are not satisfied may be misinterpreted. Every attempt at homogeneous grouping still leaves them heterogeneous.

The No. 1 headache in schools, and not only schools for the deaf, will remain the impossibility of molding all children to fit the standards of the class in which they are placed.

A great majority of the schools answering this questionnaire use some type of achievement test. While many schools were not satisfied with the style, or the contents of the tests available, they continued to use them for want of something better. The usefulness of achievement tests in giving standards to compare the progress of our students with boys and girls in public schools tends to compensate for the deficiencies of the tests when used with deaf students.

The Stanford achievement test is the most popular test by far among schools for the deaf. It is used in 58 of the schools reporting. The Metropolitan achievement test is used in 31 schools, the California achievement test in 13, and the Progressive achievement test in 9. A variety of other tests are used in other schools but they were reported so infrequently that it did not seem worthwhile to list them in this paper.

Three schools report using mental tests instead of achievement tests.

Thirty-four schools indicated that they were satisfied with the test they were using. Twenty-six schools reported dissatisfaction with the achievement test they were using. The language and spelling sections came in for the most criticism. The newly revised Stanford test should overcome some of these objections to the spelling test, since dictation is no longer required for the advanced batteries. This test is now accomplished through recognition of the correctly spelled form of the word in question.

Twenty-nine schools report only partial satisfaction with the test they are using. This would indicate that more schools are dissatisfied or are only partially satisfied with their achievement tests than express satisfaction.

The suggestions for improvement were many and varied. The most succinct suggestion was that tests no longer be presented. This idea would not be feasible to the majority of educators who find these tests of some value.

The few schools that had used the newly revised Stanford achievement test at the time of this survey found it to be a much better measure than the old form. The literature section of the old test was criticized by several administrators. This section has been eliminated in the new test. Dr. Eric Gardner, one of the collaborators on the revision, states that the literature section was not believed to be a valid test. Schools no longer require that certain literary masterpieces be read as part of the curriculum. Much more freedom is allowed for individual selection of reading material. This makes it impossible to test for knowledge of the classics that formerly were required reading in every course of study.

Several schools criticized the language section of the different tests. These are designed to measure the language ability of hearing children and, therefore, do not detect the flaws usually found in the language of deaf children. A deaf child will rarely make a mistake such as, "I should of gone to the store," but many of them will write, "I went to home," or "I will go home more 7 days." One educator suggested that composition work be made part of the achievement test. This would be excellent providing some method of standardization could be worked out.

Three schools suggested that separate norms for deaf students be set up. This should be possible if all the schools would supply their test results to some central tabulating office. There would be opposition to such norms, for some educators feel that the deaf child will have to compete with hearing persons when he leaves school. They feel it would be only fair to measure his progress in school in terms of what his hearing compatriot is doing.

The quest for tests that are easier to score has led to more and more true and false and multiple-choice questions. One principal suggests that this trend be reversed with more elliptical sentences



being used. This would be a better test of recall memory and would eliminate some of the guessing that one now encounters.

The time limits of some tests seemed too short in the estimation of some principals. Achievement tests are designed as power tests, and the time limits should be sufficiently long for the majority of the students to finish. The problem of guessing bothered some administrators. This is a problem of all schools, whether for hearing or deaf students, and one that must be approached with caution. A good student, admonished not to guess, will sometimes skip items to which he is fairly sure of the answer for fear of being penalized for guessing.

One educator seems to have arrived at the crux of the problem in stating that we should make better readers of our pupils so that they will develop better understanding. As suggested by several schools, simplification of the vocabulary and language of the tests would be helpful.

Various other methods are used to evaluate pupil progress in schools throughout the country. These methods are listed below in order of the frequency with which they were reported.

1. Teacher devised tests.
2. Performance and mental tests.
3. Various reading tests.
4. Teacher evaluations.
5. Standardized tests in specific subjects.
6. Personality scores and social maturity.
7. Psychological tests and reports.
8. Teachers' progress reports.
9. Speech records and diagnostic tests.
10. Principal and supervisor devised tests corrected by principal or supervisor.
11. Gray's oral test.
12. Teacher's daily record.
13. Observation of deaf child in class with hearing children by principal and teacher.
14. Informal parent conferences.
15. Utley lipreading test.
16. Original language compositions.
17. New York regent's examinations.
18. Evaluate progress from specific levels worked out from the Central Institute for the Deaf report.

The question, "Do you think we should have an achievement test standardized for deaf children?" elicited much comment. The tally shows 56 schools favoring such a test while 30 schools do not. The comments varied from "Needed very much" to "Would classify deaf as 'special' and restrict educational growth rather than promote it." The possibility mentioned previously of establishing special norms for schools for the deaf might be an answer to this question. With such norms for tests that are already standardized, we would have a comparison not only with students in other schools for the deaf but also with students in public schools.

It was noted that quite a few schools do not use standardized achievement tests. In most instances, these were smaller day schools where there was not much opportunity for regrouping even if it were felt necessary.

The above covers present procedures in schools for the deaf. It must be remembered that these practices do not represent what the administrator of the school considers as optimum. We tend to evaluate students in the same manner in which we were evaluated during the time we were in school. With the heavy turnover in teacher personnel, even the most progressive schools will find some retrogression to old practices due to incomplete indoctrination of new teachers.

Often the goals and needs of the individual are obscured by curriculum requirements. Teachers should realine their thinking in order to help students recognize and evaluate their progress in terms of needs and goals. The students should have participation in the formulation of these goals. A changing concept of our educational goals will call for a similar change in our evaluation techniques.

#### DISCUSSION OF SURVEY OF EVALUATING PUPIL PROGRESS

(LEWIS MAYERS, principal, Oregon School)

Mr. Turecheck has made a check of most of the schools for the deaf in the United States. While the 65 percent response is quite good it should have been better.

The three problems surveyed by the questionnaire are the most important next to the teaching of the pupils and are in fact necessary preliminary steps to the efficient teaching of pupils in a school.

All schools are seeking to improve their work and there can be no better way than to find out what others are doing and try those methods by which others are succeeding.

All schools must keep the parents informed as to how the pupils are progressing. This is good public relations. Good standing with and cooperation of the parents is the desire of every school. Then, it seems to me, the best way to inform the parents is the way that they wish it. At least, we should keep them fully informed and satisfied that they know how their child is doing. I doubt if any school or any set of parents can be found that is fully satisfied with the method being used by their school. Written reports are subject to misinterpretation and need to be explained to parents. Oral conferences are certainly subject to misunderstanding, sometimes arguments, and if the pupil has been doing very poorly the teacher and administrator may be under terrific pressure. Of course, a poor pupil should be subject to many conferences, and then no one conference is the time for presenting the parents with the shocking news.

I doubt very much that there is ever any misunderstanding on the part of the pupil as to whether he is doing poor, fair, or excellent work regardless of the mark put on the report card. The difficulty of the understanding of the marks is on the parents' part. It is necessary that the parents understand these marks, as the school needs the help and cooperation of these parents. I believe that a formal report card, and a report by the teacher, and conferences where possible would be the best arrangement to keep the parents informed. Regardless of the method or methods used there will still be parents who don't understand, and those who don't care. But they should be fewer.

"Probably the greatest need for good pupil evaluation is based on the desire for homogeneous classes." While in small schools the grouping of the children is hardest, I doubt that any school is able to

have what is felt to be really satisfactory grouping. Testing of all kinds has to be used: Teacher testing—regularly, standardized testing at intervals, and special testing, I. Q., aptitude, psychiatric, emotional, social adjustment whenever they are felt needed and available. Practically all large companies and civil service, both State and National, use tests. Pupils are under pressure when these are given; the pupils should be brought up taking these tests, not taught to fear them but, as it were, acclimated to them.

I feel that an essential to good teaching is to know what the pupils do and do not know. Therefore, it is necessary to test, find out, and then teach. It is necessary to analyze the results of tests so as to group the children for more efficient teaching. Just the ability to make a similar score on a test is not the only factor to be considered, but it is certainly an important one. If we take cues from the medical profession, dentists, diamond cutters, and others, we will make many tests and consider all angles possible in grouping and teaching the children. However, it must be said that with all tests and with so-called ample facilities every teacher must take the child as he is and work skillfully and diligently to guide that child to use his mental capacities as he should.

I feel that no entering class of 8, 10, or 12 children can go through school together. Life has failures and successes. Children do not succeed in all that they do. What child learns to walk without falling? They do learn that they cannot succeed in all that they attempt regardless of what the teacher does to help them get a feeling of success. I can't help but wonder what kind of school it is that has no failure, no promotions, and allows children to progress as they are able. All schools that I've been connected with have had failures. If we could find out the school mentioned that has no failures we would have solved one of the troublesome questions of where to recommend that the parents send their child that we aren't able to teach successfully. I believe that progress is to be expected of all children in a school, a regular amount for our so-called normal children and less for the slower, but still definite progress.

We found that the literature section of achievement tests was not valid, neither is the language test valid for deaf children. Standardized tests are not what we want but they are the best available, as far as I know.

Most States regard teaching the deaf as special education; the deaf are special, if they are not, why give training to teach the deaf? We need to know everything we can if we are to help the deaf to get what they want or what they should have in life. We should try all avenues to learn about the deaf. I agree that we need to know where deaf children stand in regard to the hearing of the same age and grade. I do feel that if a norm could be found for the deaf within that standardized test that it would be a great help. Composition as a part of the test is highly desirable but to devise a way to correct and grade such a test seems beyond us.

In giving the test I have found never over 2 percent of the pupils that are not waiting for the "time's up" signal.

We are not alone in needing to make better readers of our children. Public schools need to do the same. Many publishers are now bringing out books with simple language but with appeal to the older child.

If we could make better readers of our pupils, our written language would improve; all of our educational work would become easier.

Goals in today's schools are different. The world of today makes different demands on our products. Facilities for teaching are more numerous and better today than they were in past years. But the good teachers of today are the same as they were in the past. They are the teachers who with native ability and by hard work can take the tools available and use them efficiently to get the child interested, working and thinking to the fullest.

#### GUIDELINES FOR A PROGRAM FOR SLOW LEARNING DEAF PUPILS OF SECONDARY SCHOOL AGE

(HUGO F. SCHUNHOFF, principal, Kendall School for the Deaf; chairman, department of education, Gallaudet College, Washington, D. C.)

Careful study of the pupil population of our schools for the deaf reveals more and more a need for special consideration of the deaf child with a second handicap. Doctor,<sup>1</sup> in his article on Multiple Handicaps in the Field of Deafness, points out that all deaf pupils have a multiple handicap in the fact that deafness automatically involves an educational handicap in addition to the auditory impairment. This second handicap is of such great importance that it sets deafness apart from all other types of physical impairment. Accepting the premise that even the brighter deaf pupils are suffering a double handicap, we consider the educational problems of the slow learning deaf child.

MacPherson, in his recent study reported in the American Annals of the Deaf, has called our attention to the unsatisfactory status of the mentally deficient deaf and the hard of hearing.<sup>2</sup> In this paper we shall be more concerned with the slow learner rather than the mentally deficient. Although basic principles involved will also apply to younger pupils, we focus our attention on the slow learning deaf pupil approximately 14 to 19 years of age.

This is not a call of alarm. We do not suggest that our slow-learning deaf (and data relative to pupils in special classes as reported in the January issue of the American Annals of the Deaf suggest that almost all of us have a few) are a shamefully neglected group. On the contrary, we have been doing some very specific things in an attempt to meet the slow learner's needs. We have placed an emphasis upon vocational instruction in many instances. We have set up classes which we have labeled as special, as ungraded, as vocational majors, as the 5-B group, as Miss Doe's class, and by numerous other forms of identification. As suggested by Kelly and Stevens relative to hearing slow learners, we find in our closets, attics, and basements reminders of a type of program of only a few years ago involving rug weaving, brushmaking, chair caning, raffia, metal, clay, and other manipulative materials. Kelly and Stevens suggest that these activities were then pursued for the discipline involved, without much consideration for the need of "integrative development of the individual through the cooperative social action of the group."<sup>3</sup>

<sup>1</sup> Powrie V. Doctor, Multiple Handicaps in the Field of Deafness, the Rochester Advocate, 72: 11, October 1951.

<sup>2</sup> James Robert MacPherson, The Status of the Deaf and/or Hard of Hearing Mentally Deficient in the United States, American Annals of the Deaf, vol. 97, No. 4, pp. 448-469.

<sup>3</sup> Elizabeth M. Kelly and Harvey A. Stevens, Forty-ninth Yearbook of the NSSE, Nelson B. Henry, editor, University of Chicago Press, Chicago, 1950, p. 249.

A philosophy of an educational program for the slow-learning deaf child tends to be axiomatic. Like every child, he is to be educated in keeping with his capacities and his limitations. Martens states three general objectives of education which should help us in making curriculum adjustments for retarded children:<sup>4</sup>

The world of knowledge.

Participation in the world's work.

Participation in social and recreational life.

Martens further applies these general objectives in terms of desirable specific goals for outlining educational experiences for a 16-year-old mentally retarded boy or girl:

1. The knowledge and disposition to keep physically well in order to enjoy life to its maximum.

2. An ease and joy in social relationships that help him to make friends and to participate in social and civic experience.

3. An ability to plan and to choose his leisure activities wisely.

4. An ability to live as a contributing member of a family and a neighborhood group, and later to maintain his own home as head of a family.

5. The ability to earn as much of the necessities of life as possible.

6. The knowledge and ability to spend his salary wisely.<sup>5</sup>

Martens designates the unit of experience as the basis for curriculum construction for the mentally retarded. She defines the unit of experience as "an actual experience in living related to the child's immediate interests and environment, which in turn related to his total experience makes for richer and more vital living." She believes that the experience should be real, not make-believe; it should help the child in cooperative living; and, the experience should be satisfying to the child, physically, emotionally, and mentally.<sup>6</sup>

Martens gives specific application of her philosophy of curriculum for the mentally deficient in the area of physical and mental health, in the area of social and civic experiences, in the area of fundamental skills such as reading, language, and arithmetic, in science, in the arts, and in manual and vocational experience.<sup>7</sup>

Kirk, in discussing that which is special in special education for the mentally handicapped, used the term "clinical teaching procedures."<sup>8</sup>

He calls our attention to the fact that specialists in the field of education have been trying to develop clinical teaching procedures since the time of Itard. Kirk defines this as "special individual training of a child on a particular function." It includes an intensive use of the principles of learning, an intensive emphasis on systematic instruction, and individualization at the clinical level. Elaborating upon the need for individualized instruction, Kirk says:

The smaller sized class allows the teacher to individualize instruction. Individualization of instruction in classes for the mentally handicapped is not the same as individualization in the regular class. The organization of the special class and its philosophy result in a kind of individualization that is not feasi-

<sup>4</sup> Elise H. Martens, *Curriculum Adjustments for the Mentally Retarded*, Federal Security Agency, Bulletin, 1950, No. 2, pp. 9-11.

<sup>5</sup> *Ibid.*, p. 11.

<sup>6</sup> *Ibid.*, pp. 19-20.

<sup>7</sup> *Ibid.*, pp. 26-76.

<sup>8</sup> Samuel A. Kirk, *What Is Special About Special Education? The Child Who Is Mentally Handicapped*; *Exceptional Children*, vol. 19, No. 4.



ble in the regular grades. It includes not only adaptation of instruction and materials to the achievement level of the child but (a) a thorough diagnosis of abilities and disabilities, and (b) clinical educational teaching procedures. \* \* \* Individualization of instruction of the mentally handicapped differs from individualization of the regular class since the latter includes clinical educational instruction.<sup>9</sup>

Narrowing our considerations to secondary school age slow learners, we reflect briefly on the philosophy of secondary education in general in the United States in 1953. The secondary school is recognizing its responsibility for furnishing all youth a program in keeping with their capacities and their needs. The retarded student is assimilated in those student activities in which he can participate with profit. He is regarded as an acceptable member of the student population. His program deals more with the practical learnings than with theoretical knowledge. His curriculum deals with homelife, community civics, health and leisure-time activities, relationships with people, and vocational objectives.<sup>10</sup>

Kirk and Johnson give us an excellent springboard for curriculum construction for retarded youth of secondary school age. They suggest that the curriculum be organized in terms of "experience areas." These experience areas can be developed around homebuilding, occupational education, societal relationships, and physical and mental health. They outline in some detail a program of experiences at the secondary level which point toward these objectives.<sup>11</sup>

This selected tour of parts of the literature on slow learning and mentally retarded hearing children does not carry us far afield for considering a realistic program for slow learning deaf pupils of about 14 to 19 years of age. Frampton and Rowell further set the stage for our considerations in the following statement:

Any person suffering from two types of handicaps not only has the problem of both handicaps separately, but also the problem which is brought about by the particular combination of the two handicaps.<sup>12</sup>

How then shall we design a program to meet the needs of the peculiar double handicap of the deaf slow learner? Curriculum construction for any group in any area and at any level must be non-static. It must ever be on the move to meet the changing needs. Curriculum, also, should be tailored for a certain school rather than cut to a mill pattern. Considering these two principles, we think it safer to state some guidelines for constructing a program rather than to outline details of a program. Drawing from the literature on slow-learning hearing children and from our own philosophy in regard to the education of deaf children, we venture to list guidelines which we believe may be helpful in planning a realistic program for slow-learning deaf pupils of secondary school age.

1. Teachers of slow-learning deaf children cannot afford to be poorly informed in regard to best practices in use with hearing slow learners, 1953.

<sup>9</sup> Ibid., pp. 140-141.

<sup>10</sup> Martens, op. cit., p. 87.

<sup>11</sup> Samuel Kirk and G. Orville Johnson, *Educating the Retarded Child*. Boston: Houghton Mifflin Co., 1951, pp. 199-224.

<sup>12</sup> Merle E. Frampton and Hugh G. Rowell, *Education of the Handicapped*, vol. 2, New York: World Book Co., 1940, p. 328.

2. Kirk's concept of clinical teaching is basic and should receive double emphasis. Individualized instruction at the clinical level is not new to teachers of the deaf. However, we tend to get away from individualization in our older classes. Application of this method must include emphasis upon the principles of learning and very systematic instruction.

3. If there is ever a need for a psychologist, for a guidance counselor, and for a psychiatric social worker in our schools for the deaf, it is certain in planning a program for the older, slow-learning deaf pupils. Program planning should be a team experience with the needs of each individual pupil in mind.

4. The experience unit is probably the best pattern by which to plan a program for these youngsters. The academic pursuits which remain in our program for older slow-learning deaf pupils are too often confined to the tool subjects: reading, language, and arithmetic, eliminating the social studies, the science, and related experiences. The experience unit retains the tool subjects but integrates them with the other areas. The experience unit must be designed to meet the individual pupil where he is and take him wherever he is capable of going.

5. We must be aware of the likelihood that the pupil has experienced failure in the primary and intermediate departments. Because of his mental age, he was not ready for the learning experiences presented. Because of failure, he is apt to have a third handicap, an emotional one. Now at 14 to 19 years of age he has a mental age which indicates that he is ready to learn many things, but only at the level defined by that mental age. Nothing succeeds like success, and success is crucial at this stage, otherwise the emotional handicap will be increased.

6. Our disposition to double the emphasis upon the pupil's vocational program needs to be weighed constantly with some reference to the six goals outlined by Martens. For some of these pupils half or two-thirds of the schoolday in the vocational program may be a very sensible allotment of time. However, we must not neglect the social and civic experiences, the physical well-being, the ability to deal wisely with leisure time, the ability to be a contributing member of a group, and the ability to spend one's income wisely.

7. We suggest the possibility of making the vocational experiences a part of some of the integrated experience units. This requires a skillful and willing academic teacher and the understanding cooperation of the vocational instructor. By this we mean more than teaching shop language. That, of course, would be included. It would include consideration of the vocation in terms of communities affording employment, relationships with employer, and with fellow employees, and all related considerations basic to the student's future adjustment and happiness as a member of a community.

8. The very nature of the program demands an expert and well-trained teacher. Too often the inexperienced or ineffective teacher is saddled with the slow-class assignment. The slow class needs and deserves as good a teacher as the brighter classes.

9. Because flexibility is a key to successful administration of the type of program suggested for slow learners, it seems good that one

teacher be responsible for the entire academic day of a class. This teacher should be available as occasion suggests the need to accompany groups or individuals to the vocational shops to guide them in the related learnings.

10. Drama, drawing, painting, modeling, stenciling, all of the handicrafts deserve a place in the unit of experience, despite our previous reference to the disciplinary type of handicrafts program of the past. It seems desirable that the regular classroom be equipped for these experiences and that the regular academic teacher be equipped to direct them. This automatically disapproves any disposition to give the slow learners the least desirable and perhaps the least seen classroom in the school.

11. Reading materials of intermediate reading level but of interest to older students are being published. A realistic program for slow learning teen-age deaf pupils should consider these materials.

12. Nonoral instruction is not indicated automatically for slow-learning classes. Method in terms of oral or nonoral should be determined by other factors. But, in nonoral classes of slow learners, the deaf teacher has an enviable record, and one which we predict will be maintained.

13. There can be no readymade, realistic program designed to meet the needs of our older slow-learning pupils in all of our schools for the deaf. Each program must be tailored to fit the needs and then be kept under constant study and revision.

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#### WEDNESDAY, JULY 1, 1953

The entire convention enjoyed a scenic tour of Columbia River Gorge including falls, Bonneville Dam, salmon hatchery, fish ladders, Hood River Valley, Mount Hood National Forest, and Timberline Lodge on Mount Hood.

A delicious lunch was provided at Eagle Creek Park by the Washington State School for the Deaf.

A buffet dinner was served at Mount Hood's Timberline Lodge.

## GENERAL SESSION, THURSDAY MORNING, JULY 2, 1953

### *School Gymnasium*

#### PUBLICATIONS AND PUBLIC RELATIONS

Presiding: Dr. Daniel T. Cloud, superintendent, the New York School for the Deaf, White Plains, N. Y.

Paper: Problems in the Education of the Deaf From the Point of View of Parents, Mrs. Harriett Montague, director, correspondence course, John Tracy Clinic, Los Angeles, Calif.

Paper: Problems in the Education of the Deaf From the Point of View of the Classroom Teacher, Mrs. Laura Crosby, teacher, Wisconsin School for the Deaf, Delavan, Wis.

Paper: Problems in the Education of the Deaf From the Point of View of the School Administrator, Roy Moore Stelle, superintendent, Texas School for the Deaf, Austin, Tex.

Paper: Problems in the Education of the Deaf From the Point of View of Higher Education, Dr. Leonard M. Elstad, president, Gallaudet College, Washington, D. C.

Paper: Problems in the Education of the Deaf From the Point of View of the Adult Deaf, James N. Orman, supervisor, manual department, Illinois School for the Deaf, Jacksonville, Ill.

Paper: Problems in the Education of the Deaf From the Point of View of the Rehabilitation for the Deaf, Boyce R. Williams, consultant, Deaf and Hard of Hearing, Federal Security Agency, Washington, D. C.

Paper: Problems in the Education of the Deaf From the Point of View of Research, Dr. Richard Brill, superintendent, Southern California School for the Deaf, Riverside, Calif.

Business meeting.

#### THURSDAY AFTERNOON

##### PRESCHOOL AND KINDERGARTEN

Presiding: Miss Marguerite Stoner, teacher, John Tracy Clinic, Los Angeles, Calif.

Demonstration. Preschool and kindergarten class, pupils from the British Columbia School for the Deaf and Blind, Miss Nancy Hayward, teacher, British Columbia School for the Deaf and Blind, Vancouver, British Columbia.

Demonstration: Preschool, pupil from the Seattle Preschool Hearing Center, Mr. and Mrs. John Keene, Seattle, Wash.

Panel discussion: Various Plans for Preschool Education. Discussants: (1) A Day School, Miss Hazel Hodson, head nursery schoolteacher, Mary E. Bennett School for the Deaf, Los Angeles; (2) A Residential School, Miss Helen Woodward, vice principal of the primary department, British Columbia School for the Deaf, Vancouver, British Columbia; (3) A Day School Organized by Parents, Mrs. John Keene, Seattle Preschool Hearing Center; (4) A Parent-Centered Organization, Miss Marguerite Stoner, John Tracy Clinic, Los Angeles.

Audience participation.

#### THURSDAY EVENING

Presiding: Dr. Daniel T. Cloud, superintendent, New York School for the Deaf, White Plains, N. Y.

Address: (1) The National Study of Competency of Teachers of Exceptional Children, Dr. Walter Snyder, superintendent of city schools, Salem, Oreg.

Address: (2) The National Study of Competency of Teachers of Exceptional Children, Dr. Richard Brill, superintendent, California School for the Deaf, Riverside, Calif.

Presentation of gift to hosts.

Address: Child Development, Dr. C. R. Strother, professor, psychology and clinical psychology and medicine, University of Washington, Seattle, Wash.

Concluding remarks: Dr. Daniel T. Cloud, superintendent, New York School for the Deaf, White Plains, N. Y.

## PROCEEDINGS OF THURSDAY MORNING SESSION

(Presiding: Dr. Daniel T. Cloud, president.)

Dr. INGLE. Inasmuch as we are running on a very tight schedule, I think we had better start this session. This morning I was asked to preside because Dr. Doctor was unable to be here. He is being moved off the campus, as Dr. Elstad told you, and because of house hunting and other duties he couldn't come to the convention. In order that we may keep our time up to schedule on our papers according to the program, I am going to dispense with any preliminaries whatsoever and present to you each member of the panel in turn.

Each of the following members of the panel has been asked to present three problems or points in the education of the deaf which he or she believes to have been more frequently misunderstood by the general public than any other in the field of deafness. Bearing in mind the theme of the convention, "Toward a New Understanding of the Deaf Child," each participant has been asked to present three problems. The first member is Mrs. Harriett Montague, the director of the correspondence course of the John Tracy Clinic, Los Angeles. She will present three problems from the point of view of parents. Mrs. Montague.

## PROBLEMS IN THE EDUCATION OF THE DEAF FROM THE POINT OF VIEW OF PARENTS

(Mrs. HARRIETT MONTAGUE, director, correspondence course, John Tracy Clinic, Los Angeles)

Mrs. MONTAGUE. In the course of 14 years of work at the Volta Bureau and more than 8 years at the John Tracy Clinic, I have corresponded with anywhere from 10 to 20 thousand families of deaf children. I could not possibly say how many there have been altogether, but I do know that 5,039 of them have enrolled in the Tracy correspondence course for parents, and I have exchanged letters, often many letters, with all of these 5,039 families. In discussing the problems they face with their deaf children, I have noticed that certain misconceptions are often repeated.

We have been asked to discuss these misconceptions, and in doing so I find myself seeming to take a negative attitude on three matters on which I actually hold positive convictions. Nevertheless, I believe in looking at both sides of any subject, and in trying to benefit deaf children, it is necessary to look at both sides, to face facts before attempting to remedy or offset the facts.

It is often difficult for parents to face the fact of deafness itself, and they waste time and money and emotion trying to find a cure. When they finally accept the deafness, they still balk at the idea of special schools, particularly residential schools, and if they are enterprising enough, they set about trying to persuade the school board in their hometown to start a local school for the deaf. This brings up the first misconception: that when 2 or 3 are gathered together in the name of the deaf child, they can start a school for the deaf, regardless of the size of the community, the funds at their disposal, or the availability of teachers.

This is understandable. They want their children to be like other children, to live at home and attend public school. It is really be-



cause of this desire on the part of parents that practically all the day schools for the deaf in the United States have come into being.

The subject of day schools versus residential schools was thoroughly dealt with by Dr. Harris Taylor in a long series of articles that ran through the *Volta Review* for almost a year in 1937 and 1938. The articles are intensely interesting to read, and are very fair. While Dr. Taylor stated that he himself functioned best in a residential school, he gave advocates of day schools their due, and even admitted that the small, one room ungraded day class could function well if the teacher were sufficiently equipped. I have myself seen the ungraded day school function nobly, but only with a superteacher in charge of it, and I would not commend efforts to secure such a class unless the superteacher had already been provided from on high.

We need not go into this here, since there are other facts we have to consider before starting to discuss day schools. There are 159 million people in the United States. According to the figures given in last January's *American Annals of the Deaf*, there were 21,545 children in the United States who were deaf enough to require special education. Comparing these totals, it is easy to realize that there are not enough deaf children in small communities to warrant starting special classes, even if there were enough trained teachers to go around. There are not enough trained teachers to go around even among existing schools, and when parents attempt to bring pressure on local boards of education to open classes for the deaf, they should realize that it is most unlikely they will be able to secure teachers with adequate training and experience.

Ideally, the best situation for deaf children is to live in good homes with sympathetic and interested parents who will cooperate with the teachers to give the children what they need. The children go from these ideal homes to ideal public schools, where they receive special teaching part of the day and mingle with normally hearing children the rest of the day. Unfortunately, this ideal situation rarely obtains, and we must help the parents to realize this and help them face facts and figures and statistics of population, to say nothing of the teacher-training situation. They must get rid of their misconceptions about schools before they can do their best for their children.

The parents, most of them anyhow, finally accept the idea that the child will have to attend a special school, and they begin asking what they can do for the child at home during his preschool years. The idea of preschool training at home is being accepted more and more widely by schools as well as parents, and many of the schools advise the parents to enroll for the Tracy correspondence course.

From the very beginning, we repeatedly advise the parents to "talk, talk, talk" to their children. Lipreading is important, we tell them; right now it is the most important thing for your child. If you do nothing else, you can help your baby to build up a lipreading vocabulary.

Then we come up against another misconception. We find that parents almost universally confuse lipreading and speech. "He understands a lot we say to him," a mother will write, "but he just won't try to say anything. I repeat and repeat, and he knows what some of the words mean, but he won't repeat them after me. He just won't."

We have to explain to this frustrated mother that it is possible to build up a serviceable vocabulary of words understood through lip-reading, and thus put the child into communication with those around him, although he himself cannot yet speak. If the parents will accept this idea, they may realize all of a sudden, that even though the child does not speak, the barrier deafness has built around him has been breached. A mother wrote me just the other day:

I would not have believed, 6 months ago, that I could tell my little boy the things I can tell him now and actually make him understand. I was thinking only of his own speech and wondering when he would talk. He still says only half a dozen words, and those imperfectly, but I can say to him, "I am going downtown now, and you must be a good boy while I am away. Go with grandma. You are going to grandma's house to stay. After a while I will come and bring you home. Stay with grandma and have a good time." He gets the idea, and there are no tears. He accepts grandma's hand, waves bye bye with his other hand, and I go away without a scene. It gives me a wonderful feeling of confidence to be able to explain things to him, but I never would have reached this point if I had not finally got it through my head that lipreading is not speech, but is understanding the speech of others. For a young deaf child, it is more important than speech itself. It took me a long time to learn this.

Even after this fact is learned we have to deal with another misconception. With the goal of normal speech always before them, many parents believe that, although the child speaks with difficulty while he is young, his speech will improve as he grows older, and he will gradually acquire a full vocabulary and eventually talk as well as a person who hears. It is difficult and often heart rending to destroy this illusion and make the parents understand that the speech of a deaf person is never quite like that of a hearing person, that any degree of hearing loss affects the voice quality and the enunciation, and that if the child acquires speech that is intelligible not only to his family but even to strangers, he is doing wonderfully well, even though his voice is not always pleasant and his speech has many defects.

When parents accept this idea early and work in their own way to help the child improve his speech, to encourage him to use it, and, above all, to encourage him to learn the meaning of words—spoken, written, and read—they can do far more for him than if they continue expecting his speech and voice to improve automatically as he grows older.

These misconceptions all do harm. Parents start with ideals that cannot be reached, and in their disappointment they may go to the opposite extreme and adopt a defeatist attitude. If they will face the limitations deafness entails, they can do much to help the child approach normality, not thinking always of limitations but thinking how limitations may be dealt with intelligently. It is a matter of compromise in order to gain definite, attainable ends. As a confirmed believer in speech for the deaf, in lipreading for the deaf, and in the high possibilities the deaf may attain in the hearing world, I still say we must accept facts and deal with them before we undertake to approach the ideal. [Applause.]

Dr. INGLE. Next we will have the point of view of the classroom teacher, and Mrs. Laura Crosby, of the Wisconsin School for the Deaf, of Delavan, Wis., will present it. Mrs. Crosby.

**PROBLEMS IN THE EDUCATION OF THE DEAF FROM THE POINT OF VIEW OF THE CLASSROOM TEACHER**

(Mrs. LAURA CROSBY, teacher, Wisconsin School for the Deaf, Delavan, Wis.)

Mrs. CROSBY. Dr. Doctor asked us to choose the 3 points that we thought most frequently misunderstood by the general public, each one of us, and I have chosen as the 3 points the many-sidedness of the difficulty with reading, the difficulty with language, and the nature of the handicap itself as the misunderstandings I have come across.

Dr. Doctor's first letter regarding this panel reached me on April Fool's Day, the biggest joke pulled on me for many a year. After putting off refusing until it was too late, and then hurriedly trying to gather my thoughts during the last hectic weeks of school, I have come to the conclusion that a busy school teacher has little to add to the fine articles being written on public relations.

My first reaction to the slogan, "A New Understanding of the Deaf Child," was that there is nothing new under the sun. Then it occurred to me with what speed this atomic age is increasing our vocabularies, thus building up more difficulties for the deaf child. With close to 3 million words in the English language, very few of which have only one meaning, we wonder what our student of tomorrow will do. Will this increase of words widen the gulf between the hearing child and the deaf child?

My young grandson, who is 3 today, because of radio and television uses such words as space binoculars, rocket guns, delicious, nutritious, and you know the rest. At his little record player he has learned many of the nursery rhymes and children's singing games. One of his favorites is, Did You Ever See a Lassie? By the time he enters school, he will know what a lassie is, but to our teen-ager, shut off as he is from these avenues of learning, "lassie" is a dog.

Not only are single words confusing but our most common idioms often escape the deaf child. Recently a bright young fellow who enters Gallaudet this fall was puzzled with the expression, "to wait on tables." We use "to serve in the dining room." What will he think this winter if a friend tells him that he should wait on the bus at the corner? How can he win? Though it is unnecessary to give further examples before this group, points like these never occur to people unfamiliar with the deaf. It is up to us to make the hearing world aware of these difficulties.

It is encouraging to know that our students are not the only poor readers; that research is being carried on to provide all poor readers with more readable books, and that there is a trend toward less technical and less involved material in textbooks. Still, there is a great gap between the number of books our young people would like to read and the number of books that they can really enjoy.

What are the elusive qualities that make so many books too difficult for our pupils? Thorndike says that vocabulary is the chief force opposing comprehension. But for the deaf child it is not vocabulary per se. There is dialect which presupposes a hearing knowledge of speech; highly idiomatic English, especially the idioms of past generations, and conversation with frequent omissions which leave the poor reader stranded. Furthermore, our pupils are word readers and take everything literally.

Besides these difficulties, I think there is one which is unique to the congenitally deaf boy or girl. Each story we read has what we may call a core vocabulary. Naturally the stories our young people enjoy most are stories whose core vocabulary has to do with their own surroundings and events with which they are most familiar—stories which are limited for the most part to their learned vocabulary. It is books with this type of vocabulary for which we as teachers must be constantly on the lookout. Within this area of familiar events the child is able, by context, to increase his word knowledge. After a great deal of this type of reading he will have broadened his foundation vocabulary enough so that he can bridge over to stories of aviation, boarding school, history, and others containing words foreign to him.

Our pupils were very fond of Scott-Foresman's *The Six Robbins* when it first came out. It has a core vocabulary which deals with their everyday experiences. Those who were beginning to want to read book-length stories bought the book so that they could read and reread it. They got a thrill out of knowing the author, Mrs. Obermeyer, who came to visit our school from her home 40 miles away. A little later, to show her affection for our children, Mrs. Obermeyer sent a copy of *King of the Wind* by Marguerite Henry for our library. Speaking of the book to me, our principal said, "It is a lovely book, but it will never find the place in the hearts of our children that *The Six Robbins* did." She was right. *King of the Wind*, a fascinating tale in a beautiful edition with illustrations that tantalized our boys, and with a hero who was a mute boy, held interest for only two of our first-rate readers. Why?

Not only were our students faced with a core vocabulary of horse terms, such as to foal, paddock, jockey, and brood mare, but the setting was in Morocco with its mosques, minarets, jujubes, turbans, and fast days. Looking up almost every other word spoils a story for anyone.

The poverty of the deaf child's language environment is seldom understood by the general public or his family. Even teachers, who have spent years in the work, daily find new manifestations of the problem. It has taken me a long time to become aware of even a small share of the difficulties. Fortunately I have the privilege of working under a principal who constantly warned us "to make haste slowly" and to be careful "not to shoot over their heads." She impressed on me the fact that I should never require a written composition unless I had first attempted to write it myself in language with which I knew my students were familiar. Had I asked a class to explain "How to play golf" or "How to play tennis" she would have been horrified. We found explaining "How to pop corn" or "How to fry an egg" posed plenty of difficulties. In assigning work which is too difficult, do teachers fail to understand the language problem?

Do teachers misunderstand when they red pencil mistakes, substitute the correct form, and hasten on without explaining the reason? Or are they driven to this by the number of mistakes confronting them? My principal met this difficulty by asking us to catalog the types of errors in each set of papers, make notes of the frequency of occurrence, and then drill on the language principles most frequently violated. Sometimes the entire department concentrated on one error such as: "My father let me go to the movies" in the hope of eliminating it.

Do teachers misunderstand when they are carried away by a slogan of normality. Have you ever heard a teacher say, "Show me north on the piano. Show me south on the piano?" Have you ever seen a teacher spend 6 weeks developing a unit on the telephone, an instrument that will always be foreign to the deaf child's life? Have you ever seen a class of young people, who have very much to learn about their immediate environs, spending much valuable time on the details of the workings and organization of the U. N.?

Shouldn't we teachers constantly keep alert to detect misunderstandings, both studentwise and teacherwise? It is so easy to slip into a groove and take a bit of memory work or a lucky guess for comprehension. The motto "Take nothing for granted" might well be posted on each teacher's desk. The curiosity of her students would remind her of it occasionally.

Much of the faulty language of the deaf child is often attributed to his use of the sign language. How then can one explain the similarity between the language errors of the foreign born and of the deaf? Or why do we find students, who, because of very poor speech and lipreading ability, use signs but have very good English? Or why do we find the same "deaf-mutisms" among students who know no signs? Since a great many errors cannot be attributed to the use of the sign language and since signs can be very useful toward a mental awakening as well as for self-expression, isn't it very important that the older students and the adult deaf make every effort to use the most correct signs possible—signs which promote good English while stimulating thought. Mr. Greenmun asks if the correct use of the sign language should be taught in our schools and if so at what age level such teaching should begin. He also asks, "How much of our problem in the field of education for the deaf is due to the early frustrations imposed upon the deaf child by our unwillingness and/or inability to communicate with him by means of a medium by which free and facile understanding may be mutually achieved?" These questions may well be considered.

This summer I am reading, *Der durch Gesicht und Tonsprache der Menschheit wieder gegebene Taubstumme*, a book on deaf education written 125 years ago in Germany by a Dr. Graser. The author states: "One frequently hears the complaints of people who have children in a school for the deaf that upon their return it has become more difficult to communicate with them." He is referring to the replacing of natural signs by conventional signs. His book describes a new method of teaching speech by use of symbols, in a manner similar to those developed later in our country. Dr. Graser felt that with his method of teaching speech and speech reading both natural and conventional signs would be eliminated. Unfortunately we still hear the same complaints as Dr. Graser heard. The teacher in an oral deaf room in a public school hears the complaint throughout the year. The parents, following the instructions of the teacher, forbid the use of the hands in talking and have great difficulty in understanding their children. How can we answer the parent who says, "I know my daughter should learn to talk and read lips. But when I see deaf people enjoying themselves talking to each other in signs, I wonder if I'm not depriving my girl of a lot by not sending her to a residential school where she could pick up signs. She's been in school 8 years



and cannot talk to hearing children yet. When she plays with them, they motion to her or write on the palms of their hands."

How many of your students go on coast rollers or to the rink roller, buy suits swim, use barrow wheels or mower lawns or fall on the walk-side? Our superintendent, Mr. Milligan, when posting dormitory lists or train lists is doing his bit by having the names arranged alphabetically but not in reverse order. Thus the students are not so frequently faced with visual images of their friends' names in reverse. What else can we do?

It is not surprising that the nature of the handicap is often misunderstood since, as Superintendent McClure has said, "We can immobilize a limb and imagine the difficulties of one who is orthopedically handicapped; \* \* \* we can close our eyes and understand some of the problems of the blind. However, it is virtually impossible for us to close our ears and understand, first hand, the problems which confront the deaf child." Perhaps the closest we can come to becoming aware of the deaf child's situation is to turn off the sound track on a movie or the audio wave on a TV. It might be a good idea, occasionally to do this not only for our own benefit but to help others understand the problem.

Though we realize that the general public does not understand the nature of the handicap, we are dumfounded by foolish questions that we are asked by well-meaning visitors, classes from nearby colleges and members of women's clubs, who ask such questions as, "Do you use Braille?"

One of the pet stories of one of our teachers concerns a visitor who said, "I have seen the books that are used in teaching the blind. I would like to see the books that you use in teaching the deaf." A supposedly intelligent woman who had never come in contact with deaf people, recently asked me if we are able to teach our pupils to read and write. When we have displays of our vocational and art work, many people are amazed that deaf children can do "such nice work with their hands." People who have seen the inability of some children to follow written directions or write good answers are prone to believe the deaf to be mentally retarded.

Let us remember that it is bad public relations to lay too much emphasis on the differences between the deaf and the hearing child and their respective schools. It is better to emphasize their similarities. There are incidents in all of our schools which may be told to the credit of the school, such as:

1. In 3 years a hard of hearing teen-ager progressed from a second-grade to an eighth-grade reading level. (This would be a good record for a child in a hearing school.)

2. A hard of hearing fellow, who came to our school after finishing country school, was able to enter the junior class in high school 2 years later after a fenestration operation. During a period of readjustment he had kept up with his class.

3. Very often parents tell us that our students surpass their hearing sisters and brothers of comparable age in spelling and written language.

When mention is made of the reading retardation of the deaf, we may say that there are many pupils in junior and senior public high schools whose reading abilities range from first- to sixth-grade level

and that after the war some GI's entered the universities with third-grade reading abilities.

However, deafness is still deafness and parents must realize this. I doubt the wisdom of deaf children taking piano lessons. To me that has always been as sensible as to have a blind child take lessons in oil painting. For recreation it is of little value to the growing child, for education, none.

In the April issue of the Deaf in India we read of the attendance problem because parents take their children to astrologers and fall in for all kinds of quackery. Medicine to cure deafness is even sold on the market. Sometimes we are faced with recommendations of doubtful value and I think it is the duty of teachers to discourage parents from taking children out of school for cures that we know to be unsound.

Though teachers sometimes become discouraged, the fruit of our labor has a way of showing itself in the most unexpected ways. Last year my ninth graders read about the adventures of some Boy Scouts with Martin and Osa Johnson in Africa. The poorest member of the class was a very earnest student, but I often wondered if we were wasting his time. This winter the best reader in the class came to me radiant one Monday with this story:

She had met this young fellow in Milwaukee, where he is now employed in a printing establishment. Early in their conversation, John (whom I had graded as a failure in June) spoke of his sorrow to hear of the sudden death of Osa Johnson. "Osa Johnson," said the girl. "Who is she?" After quite a little explaining on his part, the girl (whom I had rated A) remembered.

What pleased me most was the pleasure the girl and her classmates derived from the incident. They had often patiently shared teaching time with him and knew of the difficulty he had in reading, so were thrilled to know that he had gained something of permanent interest which the girl had forgotten.

Little experiences like this make our work with a most appreciative, cooperative, and earnest group of young people so pleasurable and our desire to iron out little misunderstandings in their behalf so sincere. [Applause.]

Dr. INGLE. Our next speaker will present the viewpoint of the school administrator, and to do this I would like to call on Mr. Roy Moore Stelle, the superintendent of the Texas School for the Deaf. Mr. Stelle.

#### PROBLEMS IN THE EDUCATION OF THE DEAF FROM THE POINT OF VIEW OF THE SCHOOL ADMINISTRATOR

(ROY MOORE STELLE, superintendent, Texas School for the Deaf, Austin, Tex.)

Mr. STELLE. I, likewise, was asked by Dr. Doctor to discuss 3 problems this morning, but when I was preparing my remarks I found I was going to do well to confine myself to 1 topic during this 15 minutes that was allotted me. So I have chosen to speak about the fact that residential schools must provide programs that will effect healthy, normal personalities for deaf people.

The public residential school for the deaf has long prided itself on its ability to meet the needs and demands that are necessary for the proper educational development of deaf children. It has always been

conceded, however, that the best place for any child is in the home. Authorities now recognize that people who are deaf and have had no experience with sound are qualitatively different from people who can hear.

Residential schools for the deaf have long recognized the necessity for the total educational, child-care, and social programs to be geared to the needs of deaf children. Our worthy predecessors, in establishing the programs which we have inherited in our schools for the deaf, took full advantage of all of the social knowledge known and used it as far as their finances would permit.

The time has come for the staff organization in these residential schools for the deaf to reevaluate certain phases of our programs. Due to the brevity that is necessary for this paper, it will not be possible to go into too many facts, and it will not be possible to go into many of the nooks and crannies of our programs that would be well worth discussing. I, therefore, am going to limit myself to one aspect of the program which has a great influence on the forming of normal personalities of the deaf people we train, namely, the dormitory or cottage program.

This might be better termed the "child-care program" of the residential school for the deaf. I, personally, have been concerned for some time over the dormitory situations that exist in some of the residential schools for the deaf. I certainly cannot boast many accomplishments in this broad and highly important field myself, inasmuch as I feel that the school with which I am presently associated has as far to go in this regard as any school in the United States.

I do not believe we should limit our thinking, however, only to the experiences we have had in schools for the deaf. Many other disciplines and groups whose primary function is not education, per se, have had rich experience in the housing and caring of children. Often among the primary reasons for the existence of these other disciplines are found problems that continually confront the staff at a school for the deaf.

People staffing these special institutions are trained to deal with these special problems through approved practices. Their problems are also often the problems of schools for the deaf. These are fields with their own specialties, and I feel we should take advantage of their knowledge, skills, and know-how.

It is needless to tell you that we are serving a special child who, in addition to his deafness, usually has a multitude of behavior problems—these problems sometimes being induced or intensified by what we consider the primary handicap of deafness.

This handicap which primarily causes the institutionalization of the child may be even less acute than the emotional strain related to his handicap. If a residential school for the deaf is to meet its primary responsibilities, it must have, first, a qualified staff, and, second, an ample staff both in the school and the child-care areas. I am not even sure that you can say which one is first and which is second. This is true of all child-caring centers, not only schools for the deaf.

We who consider ourselves instructors of the deaf have long emphasized the educational part of our programs, and I am afraid sometimes we tend to ignore too much the all-inclusive social and personality maturation programs of the deaf child. We have tended too long to be schools but not child-care centers. We have tended to look at the

child from an educational viewpoint and to take on the child-care aspects as a necessary evil attached to the school. This is as it should be, but I wonder if we are really adequately meeting this phase of the problem. I am sure that there are some schools which are doing much better than others.

I do not intend to step on any toes here today unnecessarily, and I will be most happy to give credit to those schools where credit is due.

Most residential school staffs feel that the educational problems are best met by the residential school. I do not feel, however, that we are always meeting in the best possible way the problems presented by children living together. This lack, in many instances, may not be the fault of a single member of the staff of a school, but the program is limited, hampered, controlled, handled, or channeled by boards or legislatures having the control of the funds which, in most cases, we must recognize are limited.

A dozen children are no easier cared for in a dormitory or cottage situation than a dozen children who are in the home. Yet, we give the dormitory or cottage parent from 20 to 40 children. Due to the variety and quantity of the problems presented in the dormitory, the complexity of the dormitory situation is far greater than that of the classroom. The classroom presents a more controlled type of situation. Yet, we employ less skilled persons in the dormitory than in the classroom, as well as giving them a larger load in numbers of children. I do not feel that any exact ratio can be set down to fit all situations, due to the architectural planning and capacity limitations which would vary from building to building and school to school. It has been observed by specialists in child-caring institutions that where the dormitory or cottage population increases, the workers begin to show signs of undue strain and are more unable to treat the children impartially.

When ordinary patterns of living are considered, even 12 children are an unreasonably large group for 1 person to care for. Most of our schools for the deaf do not even meet the standards set up by our State departments for child-caring institutions where the normal child is considered. In most instances, standards have not been established for children where handicaps such as deafness is the reason for the institutionalization. Surely, with deaf children who by the very nature of their handicap are limited by not only general knowledge and information, but also in the many mores and folkways of our society, an even greater ratio of cottage personnel to each pupil should be demanded.

A group of children in a correctional institution was asked to name 10 things they would like most to have in their institution. They named, as 1 of the 10 things, "an opportunity to talk alone with an adult for 5 minutes each day." If a child with normal faculties craves this kind of counseling and companionship, certainly the deaf child who is barricaded even to a greater degree from society needs counseling of this type to be available even more.

The cottage of dormitory personnel should have leadership as well as the school personnel. Qualifications should be established pertaining to the person who is to lead this cottage personnel, who will be impartial, fair to all, and will help in the professional growth of the entire group. Qualifications of these workers are all important, and children with special problems need superior services and should

not be cared for by incompetent misfits. The workers in the dormitories or cottages should be able to find work elsewhere; the workers should be able to meet all of life's problems; the workers should not impose a morbid influence on the children, and there should be nothing about the workers that will hinder them in the performance of their duties. Houseparents should be as competent in their study of child behavior as the nurse is in her study of anatomy.

To accomplish the above, of course, the workers will need better salaries, more attractive living conditions, and more specific educational preparation. Attempts may even be made toward a certification plan for people doing this specialized type of work. Specifications have been established in some schools and States.

The provision of the above type of program for efforts in that direction are made even more critical when we consider that our residential schools are receiving not only deaf children, and not only children with emotional problems, but children with other physical handicaps which further complicate the picture, such as the brain injured, convulsive disorders, physical deformities, defective vision, and other miscellaneous health problems.

From the psychological viewpoint, there are deviations such as severe emotional disturbances, behavior disorders, behavior problems, and social immaturity in many of the children that are brought to our schools. Surely, with these broad, complicated problems, the school must consider not only professionally trained school staffs, but also professionally trained dormitory or cottage personnel. Schools for the deaf will do well to look to other fields, other philosophies, other disciplines for help in this matter. Much can be gained or borrowed from others who have specialized in areas such as the problems and living conditions of children living together.

I stated before that I have not meant to step on anyone's toes, and we will have to live for some time, it appears, with what we have until we can do something to improve some of the present conditions. However, when the opportunity does present itself, we should be ready and not follow the same old pattern without giving thought to possible new and better programs. Unless we, as the staffs of these schools for the deaf, do propose better standards and better child-caring programs, I am sure that those providing the money are probably not going to suggest any such things. I am sure that if we allow some of our deficiencies of today to continue that the day will come when we will be severely criticized. It is our responsibility to lead society into seeing these problems in their true perspective.

Our colleague here on the platform today, Dr. Helmer R. Myklebust, of the Speech and Hearing Clinic of Northwestern University, has been making studies in the realm of perception comparing deaf children with hearing children, working with both through vision. He has stated that through these studies he has come to realize that a tremendous challenge exists on how to make all the experiences of deaf children more normal.

Speaking further, and quoting from an excerpt of a talk given by Dr. Myklebust, he stated, "It is necessary to help these people to interpret happenings about them and to keep a realistic hold on happenings in the world." I am sure that Dr. Myklebust would have included that they not only must keep a realistic hold on happenings in the world but they must first learn and then keep the realistic hold



on happenings in the world. Much of this can be done only through the out-of-school, dormitory, or cottage situation.

This is necessary and vital in forming healthy, normal personalities for deaf people as established by the society which is able to hear.

In conclusion, I wish to state that eternal vigilance is necessary if our schools are to have the support of the citizens rather than just a tolerance by the citizenry. At the same time, it is true that the programs of our schools for the deaf can be no better than the society which supports the school's wishes. Good leadership by our instructors and staffs, bolstered by the support of the citizens, will have its effects on not only the academic program, but the larger, more inclusive development of healthy, normal personalities into the citizens we wish to produce. [Applause.]

Dr. INGLE. Next on our program representing higher education, I would like to present to you Dr. Leonard M. Elstad, president, Gallaudet College.

#### PROBLEMS IN THE EDUCATION OF THE DEAF FROM THE POINT OF VIEW OF HIGHER EDUCATION

(Dr. LEONARD M. ELSTAD, president, Gallaudet College, Washington, D. C.)

Dr. ELSTAD. Dr. Ingle and friends, I think I should first apologize for Dr. Doctor's not being here because as I said Monday, I'm the reason for it. It became necessary just before this convention to move Dr. Doctor and his aged mother off the campus where they have been living for 15 years, and as you know, that makes complications and he had to cancel his reservation.

Now Dr. Doctor asked for 5 problems and he picked out 3 of the 5 I gave him and being a good employer, the employee is always right, and I accepted those although I think one I had was better than the 3 he gave and that is, is it necessary to have a Gallaudet College? Why can't deaf students go to colleges for the hearing? Because I think that question is asked us quite often, and I would answer very shortly that I think it is possible for deaf students to go to hearing colleges because, and that's proved, by the fact that many do, but we feel they can get a much fuller program where they can partake and lead as well as partake alone, and that's why we have a Gallaudet College. And as I stated Monday, we believe this is possible and prove it by the fact that we have 3 instructors on our staff who are graduates of colleges for hearing students, 1 who graduated from the University of Buffalo, 1 from the University of Illinois, and the other 1 from City College.

Now the first question—can a graduate from a high school for hearing students make a reasonable readjustment at Gallaudet College?

We feel that graduates from high schools for the hearing make a very fine adjustment at Gallaudet College. Of course, by far the greater number of students at Gallaudet College come from State residential schools for the deaf. This is reasonable, because there are 13,997 students enrolled in State residential schools and only 7,549 in other schools having deaf students. Students in residential schools are urged to come to Gallaudet College. In most instances the others are not.

Since 1946, 444 students have enrolled at Gallaudet College. Of these, 56 have been from high schools for the hearing. The interest in

Gallaudet College from high schools for the hearing is increasing. Why is this? In the first place, high school students in the past have not known that there is a Gallaudet College. If interested in college at all, they have been encouraged to enroll in colleges for hearing students. That is to be commended. However, comparatively few have finished college under this plan. Some learn about Gallaudet College while they are attending a college for hearing students, and ask to transfer here. There have been 12 such transfers in the last 5 years. The number is increasing.

There is an idea prevalent that high school graduates who come to Gallaudet College are hard of hearing. This may be because many children in classes for the deaf in public schools are hard of hearing, but high school graduates accepted for admission to Gallaudet College must possess the same qualifications as those enrolled from the residential schools for the deaf.

How do they react to life at Gallaudet College? We think they adjust well. The language of signs is not a stumbling block because we use the simultaneous means of communication in the classroom. You will have to see this in operation to appreciate its effectiveness. It is not easy for them in the beginning, but they adjust rapidly and fully to a busy college life.

Do they lose their speech? They do not. They can get regular speech training and will be required to take it beginning this fall.

Can they gain positions of leadership in college? They can and do. The attitude of others toward them is excellent. One of these graduates won the \$200-scholarship award this spring. They do as well as the others, but no better.

I wish we could open up our files for you and let you read the stories parents write us about reactions to higher education with hearing students. A deaf student in a hearing high school, or in a college for hearing students, has a most difficult adjustment to make. The following is from a mother whose daughter broke down under the strain of such an arrangement. "I know, now, almost too late, that we were trying too hard to mold her to a 'hearing world,' and it was just too much for her \* \* \*. This experience has certainly taught me a lot of things, too, and certainly the knowledge that her happiness is among other deaf people, and that we must help to make that possible for her."

The preparatory class seems to be an excellent idea. It bridges the gap between the work done in the high classes of the various schools for the deaf and that done in the freshman class of the college. Students who come to us from high schools for the hearing with diplomas must take a test before they can be accepted as freshmen. If they stand well they may go directly into the freshman class. Otherwise they must take the work of the preparatory class. This is good for them because it enables them to adjust to a radically different mode of living and learning. It is essential because invariably out of 10 high school graduates only 3 or 4 rate high enough to do college work.

Very few State residential schools and others have fully accredited high school courses. The American Annals of the Deaf lists 290 schools and classes for the deaf in the United States. There are only 12 accredited high schools in that group. The students need this

preparatory year to bridge the educational gap. Even so, many do not succeed each year. It is certainly true that many of these schools cannot afford the time nor the money to offer fully accredited high school courses. This preparatory class is one solution of the problem.

Each school has a difficult decision to make when consideration is given to higher education. How much time and funds should be given to a few capable academically inclined students who aspire to a college education? Until ways and means are found to accelerate the learning process for deaf children, they will continue to be 3 or 4 years behind their hearing friends. This age difference is important. The temptation to get out on the job is strong. Big money is attractive. Higher education is less attractive than it would be at an earlier age of 17 or 18. Also, ways and means of increasing a mastery of language would enable more students to complete high school courses. There is need for research in this area of education. States such as New York, Illinois, or California might consider a high school for the deaf. Until such a time, Gallaudet College must continue its preparatory course. Perhaps we may even include an 11th grade to pick up those who do not qualify for the preparatory class and yet have potentialities as college students.

Should we encourage a college education for the deaf? It is a good question. Many say "No." We should not use undue influence on the deaf student, but that student who has the mind to go on and the will to do so needs the opportunity. In this competitive world an education is one of the assurances we can give our deaf youth that there is a place in the world picture for them.

In my Gallaudet College reports, I explained the efforts we were putting forth to increase our student "intake." Most of these are preparatory students. Through the plans now underway, these students will not be housed with the college students. They will be in separate residential units. This will enable us to control their study habits more easily and to encourage them to make better use of their time than has been possible up to the present time.

It is interesting to note that 85 students were admitted last fall, 1952. Twenty dropped out during the year or were dropped at the close of the school year. Twelve of the 85 who entered were high school graduates. Three of these dropped out. One of the three is definitely college material. He may return. Of the other 23, 3 dropped out for health reasons. Of the balance of 20, 12 could have done satisfactory work if they had tried harder. We intend to give more time to these students so they will not fade out because of lack of concentration.

The 1952 American Annals of the Deaf lists 235 deaf academic teachers, 179 deaf vocational teachers. Practically all of these deaf teachers are graduates of the college. There are also 64 hard-of-hearing academic teachers and 32 hard-of-hearing vocational teachers.

In years gone by a student who excelled in mathematics could go out into a State school for the deaf as a teacher of mathematics. He might even teach other subjects. His being a college graduate seemed to qualify him for a teacher's position. If he was a good teacher he was reemployed each year because of his ability.

That day is past, and it is well that it is so. Today the deaf student who wishes to teach must major in education. He chooses this major

at the end of his sophomore year in college. He gets intensive work in theory and practice teaching. We will not recommend others who do not have this background. State departments demand that the deaf teacher have equal training.

Deafness does not necessarily qualify a person as a teacher of the deaf. Other qualifications being equal, deafness can be an asset, because there should be a better understanding of the difficulties connected with learning for deaf children if one has been deaf himself. There can be a better understanding between child and teacher. There will always be a need for deaf teachers of the deaf. The very fact that there are 444 deaf teachers of the deaf should indicate there is a place for them in the educational picture. The fact that 40 percent of each graduating class at Gallaudet College goes into teaching should indicate that there is a demand. The only reason the college continues the courses in education is because there is the demand for deaf teachers of the deaf. Those schools that use deaf teachers should know that there is a strong effort being made to discourage this practice. It is well to be awake to the necessity for giving encouragement to your deaf teachers to go and get advanced work so that they will always measure up to their possibilities as teachers on paper as well as in the classroom. The college will always welcome your suggestions as to ways and means of improving our courses in education. You use our products. Where do they excel? Where do they fall down? [Applause.]

Dr. INGLE. Now we bring you Mr. James N. Orman, supervisor of the manual department of the Illinois School for the Deaf. Mr. Orman.

#### PROBLEMS IN THE EDUCATION OF THE DEAF FROM THE POINT OF VIEW OF THE ADULT DEAF

(JAMES N. ORMAN, supervisor, manual department, Illinois School for the Deaf, Jacksonville, Ill.)

Mr. ORMAN. Previous speakers in this panel have already made obvious that many problems exist in public relations in the field of education of the deaf. Also enough has been said to indicate that what problems will be stressed will depend largely on the role of the speaker.

In speaking here for the adult deaf I am conscious of a certain ambiguity. The adult deaf are of course products of our schools but they are also members of the general public. As products of our schools they may be influenced by certain predilections and prejudices. As part of the general public they are set apart by reason of much greater familiarity with the nature of deafness than is possessed by the average deaf person. At least their interest is much greater.

Because of this and other reasons, they constitute one important group of people interested in "educating the public" together with our professional organizations and research departments. Wisely led they can do much to spread greater understanding about the nature of deafness.

In speaking here for the adult deaf I shall do so with a certain measure of freedom. The adult deaf through their organizations have for a long time attempted to spread greater understanding about the problems of deafness. As a rule most of their statements have been somewhat vague and very general. As an example we may recall the recent

release of the National Association of the Deaf of a pamphlet under the heading, "The Unique Handicap of the Deaf Child." Such official statements are not without value. But the point is that the public already is aware that deafness is a unique handicap and any attempt to reemphasize this uniqueness is bound to have little effect.

Speaking, then, freely from the point of view of the adult deaf, three main points of misunderstanding will be emphasized. Each of these three points covers a great deal of ground and represents a subject for extended discussion. They are also interrelated and reflect a kind of philosophy of education of the deaf.

The first point of misunderstanding on the part of the general public in connection with the field of education of the deaf is that what is popularly known as individual differences somehow cease to exist when we approach the problem of the deaf child. The concept of individual differences has become a well-established one in general education during the past few decades. In turn, through growing parent-teacher associations and increasing public interest in schools, an understanding of this factor has become widespread.

However, when we come to the deaf child, both parents and public have great difficulty in keeping this concept in mind. To vary a well-known saying, the general public cannot see the trees for the forest.

The forest here is, of course, the overwhelming fact of deafness.

The second point of misunderstanding most frequently met by the adult deaf in their contacts with the general public is the widespread impression that overall educational progress can be measured solely by the single criterion of progress in speech and speech reading. On this point the adult deaf are most emphatic. The adult deaf know the value of speech and speech reading but their attitude is a pragmatic one. They do not consider it the sole criterion and know that often a choice has to be made. They understand very clearly that speech and speech reading are means, not ends. And they would like to share this knowledge with the general public.

The third point of misunderstanding relates to the problem of segregation. The impression is widespread that segregation operates only in residential schools for the deaf; that if we only place the deaf in regular schools with special aids, or in special classes in regular schools, segregation ceases to exist. The adult deaf do not accept this premise. They know that deaf children in regular schools or in special classes in regular schools will in fact be segregated, if not by the school authorities, then by the students in the schools. Young people in their own way are realists. They prefer their own kind and it is doubtful—wholly aside from participation in many school activities—whether real friendships and comradeship can develop. At any rate, this is not merely a prejudice. It is supported by several careful investigations.

These three points of misunderstanding by the general public: that individual differences do not cease because the child is deaf; that speech and speech reading cannot be the sole criterion in education of the deaf; and that segregation cannot be summarily solved, are the ones the adult deaf would like to see emphasized.

Through their organizations, the adult deaf have rarely presented the matter in these terms. This is not important. What matters is that the same kind of thinking is present among them as exists in this



convention. We need to move toward a new understanding of the deaf child and this new understanding needs to be shared as much as possible with the general public.

It is time we all begin to work together. [Applause.]

Dr. INGLE. And now for rehabilitation, I would like to present to you Mr. Boyce R. Williams, consultant for the deaf and hard of hearing, Federal Security Agency.

#### PROBLEMS IN THE EDUCATION OF THE DEAF FROM THE POINT OF VIEW OF THE REHABILITATION FOR THE DEAF

(BOYCE R. WILLIAMS, consultant, deaf and hard of hearing, Federal Security Agency)

Mr. WILLIAMS. Some time ago I spoke at Gallaudet College before they had their new high fidelity amplifying system and was wondering how this went on. I don't want as many of you to go home with "tinnitis" as went home from Gallaudet that time.

I'm going to speak to you about the interest of the rehabilitation program in a new understanding of the deaf child. It is axiomatic that both the success and amount of rehabilitation services are conditioned considerably by client educational experiences. Some deaf clients have matured in an educational pattern where objectives are clear, realistic, and faithfully pursued. Individually designed rehabilitation services for them reap rich returns in very satisfying job adjustment. Others whose educational experiences have been less favorable may be much less responsive to rehabilitation services. Accordingly, rehabilitation workers have an abiding interest in encouraging the development of a rich, broad, dynamic, pragmatic understanding of the deaf child.

Surely better understanding of the deaf adult breeds keener insight of the deaf child. Three areas common to the deaf adult conveniently illustrate the wisdom of examining the product to appreciate better the processes. These are his training, his employment, and community services available to him.

Available time will permit only a limited exploration of each area. The legitimate purposes of shop training in our schools, the range in employability of the deaf person, and effective integration with the community rehabilitation service will be the extent of our remarks.

#### SHOP TRAINING

When we consider the generally high-grade vocational training that residential schools for the deaf offer, we must, indeed, feel a glow of satisfaction. There are very substantial bases for this feeling aside from the usual good equipment, abundant materials, and devoted instructors. By no means the least of these is the time factor. In contrast to regular schools, our deaf students are in the shops each day. Moreover, each period is usually long enough to permit students to make appreciable progress on their projects.

Another important factor in our satisfaction with school-shop offerings is the fairly good spread of experience in skills and processes that are common to our industry. After considering the broad applicability of basic skills in a great variety of employment, the values of the diversified shop curriculum are more apparent. This factor

also brings us face to face with what some persons regard as the principal deviation from sound principle in our thinking about shop training.

It is, specifically, a lingering concern that our school-shop training should be terminal. In other words, the justification of the machine shop should rest upon the number of deaf machinists who have had all or part of their training there. The only defenses for thinking of this kind are that it is traditional and that some deaf persons are machinists. Actually, the only justification that should be necessary for any shop in a school for the deaf is that it is a superior means of assisting the students to become independent, well-adjusted adults. We do not justify the machine shop with a count of graduate machinists now employed in that trade. Such a practice, aside from its violation of educational logic, would surely be more costly than any school could tolerate since it relies upon shifts in the labor market over which we have no control. Instead, we justify the machine shop on the bases of its excellent series of challenges to the students whereby satisfactory work habits, skills, and knowledge can be developed. The facts that metals are the common material used and that they are also common to almost everything around us are further justifications for the machine shop. And so it goes with all shops.

There is, of course, no foundation in fact for the school to be concerned about terminal training for a trade. In the first place, our schools are, by and large, elementary in atmosphere. Second, the students are immature. Third, only a very limited shop offering can be made as compared to the tremendous range of jobs in which deaf people succeed. Fourth, terminal training is not indicated for the large majority who will work in mass-production industries which generally demand from the beginning only those skills that are broad, basic, and transferable to many jobs.

These oft-recited facts clearly mean that terminal trade training cannot properly be a function of the regular school for the deaf. None of us like the idea of channeling a teen-ager into a trade when he is still underdeveloped physically, mentally, socially, and emotionally, and even more so when his range of choice is sharply limited. For one thing, it reminds us too much of what we have read in novels and history books about various forms of apprenticeship. Moreover, as Americans we are wed to the belief that each should freely make his own decisions about personal things after he has had an opportunity to evaluate all possibilities. Terminal trade training as a part of our regular school curricula actually brings to pass just these things we do not like.

A brief study of the shop-training history of deaf persons and their current employment illustrates these points strikingly. Only a small portion have jobs that are directly related to their school experience. Appreciation of this fact and proper evaluation of it will produce marked progress toward a new understanding of the deaf child. We then know that the proper objectives of our shop instruction are the qualities that are essential to success in any occupation. In brief, shop teaching should be aimed at developing wholesome work habits, the good attitudes that facilitate entry into and tenure in a job, and the qualities that govern advancement, viz.; adaptability, manual dexterity, measurement, and knowledge of employment conditions.

## RANGE IN EMPLOYABILITY

It is only in recent years that serious thinking about the range in employability of deaf people has come into print. Dr. Ben Schowe of Akron, Ohio, has been the principal creator of this wholesome departure from the narrow concepts of less than a quarter of a century ago. Each of us should be well grounded in his trenchant presentations of the simple truths about the employment of deaf people. They will be found in the proceedings of the convention, in the proceedings of the social-service conference, in the Annals, and in reprints available at the Office of Vocational Rehabilitation.

For our immediate purpose, it is pertinent to observe that, when we understand that deaf people are capable of and actually do work in the vast majority of our trades and industrial jobs, then we shall have a much more realistic and encouraging view of the potential of deaf children. There is no need to amplify the positive psychological implications of this thinking.

All of us have very likely been guilty of the negativism expressed commonly as a statement that the deaf cannot do a certain kind of work. It just isn't safe to generalize in this manner, for those of us who actively study the employment of the deaf can tell you that you will more often than not find yourselves wrong. The deeper significance is that it arises from the wrong direction. It springs from the possible limitations of the deaf individual rather than his capabilities. It focuses on what he possibly cannot do rather than what he may be able to do. It is contrary to the stimulating experiences of the past decade which has witnessed so much emancipation of disabled people from limiting concepts of their employability.

It is important that teachers of the deaf appreciate the great range in employability of deaf people. This is another avenue toward a new understanding of the deaf child. It helps maintain perspective. Jumbled language, garbled speech, poor lipreading, academic failure are less likely to crystallize a completely negative picture of the child and his future in our thinking. We are more apt to view him as a whole person with fairly common shortcomings whose predecessors have proved that his employment market is not necessarily severely limited.

## AN INTEGRATED VOCATIONAL GUIDANCE SERVICE

From time to time one hears remarks about the intensity with which the deaf are taught. The customary explanation may terminate with the thought that only a very few will have further formal educational opportunity. There is so much to do and so little time. The pressures on the conscientious educator to bring each student as close to his maximum point of development as possible are heavy.

We know that teacher intensity cannot be diminished. However, it is logical to assume that, when there is assurance of a postschool service that continues and supplements the school service, the latter may direct a portion of its energies to other important areas. This is the promise of the vocational rehabilitation service.

The ideal pattern, which has been described on other occasions, calls for a sharing of responsibilities in vocational guidance. Simply stated, the school lays the foundation for choice of an occupation and

routinely provides the prevocational training that is so necessary for subsequent placement or vocational training. The vocational-rehabilitation agency assists the individual in making his choice of occupation, in completing additional preparation that may be necessary, in entering upon it, and in progressing in it. In actual practice, the school and the rehabilitation service work very closely together throughout so that the rich knowledge that the school has about deaf people is readily available.

Confidence in a stable continuing vocational-guidance service that bridges school and postschool life is another channel toward a better understanding of the deaf child. There is much value to the teacher in the fresh point of view which the rehabilitation counselor brings. Greater values lie in the curbing of the teacher's sense of terminal responsibility so that she can focus her thinking and energies upon the unfolding needs of the deaf child as he is.

#### CONCLUSION

We are necessarily limited to three ways in which your State vocational rehabilitation service is interested in a new understanding of the deaf child. Even with the three we have discussed, training, employment, and a continuing guidance service, our remarks actually touch but briefly upon them. Your State rehabilitation agency has as many interests in a richer understanding of the deaf child as there are problems arising out of the disability. Communication, emotional development, social maturity are broad areas covering many pertinent problems about which the rehabilitation service is anxious to share your thinking. [Applause.]

Dr. INGLE. Unfortunately it was impossible for Dr. Myklebust to be with us this morning, but he has arranged for a very capable colleague to take his place. I'm going to ask Dr. Richard Brill, superintendent of the California School at Riverside, if he will now take over.

#### PROBLEMS IN THE EDUCATION OF THE DEAF FROM THE POINT OF VIEW OF RESEARCH

Dr. BRILL. Thank you, Dr. Ingle. Dr. Myklebust did not prepare a paper and he only asked me yesterday to speak for him. You can see that I haven't been worrying about this since April 1.

The three topics that I will talk about possibly would be the three that Dr. Myklebust would have spoken about, but more probably they would not. Also I might say that if I had more time to consider it, I might not have picked these three topics that I will speak on.

The first topic, however, is one which I think has application more to the public as concerned with the general public within the schools for the deaf rather than the outside lay public. I think that this is true about any question which would come up in research, but the first of these has to do with the cost of research. Many of us get the impression that to carry on any research, first of all you ought to go out and try to get about \$25,000 from the Ford Foundation or some similar institution before this can begin. Well, I think it is very nice to get \$25,000 from the Ford Foundation or any other institution, and I think that there are certain types of problems which probably

do require great financing to be studied properly, but I think there are many, many problems which can be studied by capable people at very little or no cost. And the one thing that is required, or the two things that are required, is that first of all a person be truly interested in studying a problem. In addition to that, the person who is interested in studying it must have some knowledges and skills as to how to carry on such a study.

Now it seems to me that due to the fact that many of our problems are difficult to study because of the small number of pupils in any one school, particularly in terms of pupils who fall into a given category of being the same age and having had the same type of school background, having become deaf at the same time, and having approximately the same amount of hearing loss, it is difficult to do good studies. And the one solution, it seems to me, is for many small studies on the same thing to be carried on in many places and in the same way. Taking an illustration, from out of our field, which is analogous although not exactly the same, it just happened that once I made a survey of the literature of experiments having to do with reward and punishment.

Now all of these experiments were carried on by various students of Thorndyke. Every one of these experiments was really a very minute study, and any one taken by itself certainly did not warrant very extensive conclusions, but when one took all of these studies and put them together, the conclusions were very sound, and there was a sound body of knowledge supporting them, supporting the findings.

Now if I may be pardoned a personal reference, Mr. Orman, who spoke to you this morning, and I happened to be associated in a little study which was published this March in the American Annals of the Deaf. I might say here that the study didn't cost us any money, I don't think. It may have cost the Illinois School for the Deaf a little bit for materials but I don't think it was expensive.

Now neither Mr. Orman nor I maintain that there were any truly significant findings as a result of this study, but one of the reasons I was interested in seeing this study published was that it would be one little brick in a foundation of knowledge along a certain line. Now, if it's the only brick, there certainly can, as I said before, be no particular conclusions drawn from it. But if people in other parts of the country would duplicate the study that we carried on and find similar findings and conclusions, or if people duplicate it and enough of them find different findings, we will then begin to have some factual knowledge along this particular line. And that's the kind of thing I think that many of our teachers, many of our educators, have some misunderstanding about. They think that research can perhaps only be carried on in a laboratory, only be carried on by a university professor or research worker and actually much can be carried on within the schools by the personnel in the schools when they're interested.

The other day when Mr. Marshall Hester, superintendent of the New Mexico School for the Deaf, told about the work and findings on the Stanford achievement tests in the New Mexico schools, that was an illustration again of the type of thing I am talking about. Particularly the accumulation of the statistics from other schools giving the same thing. Now I think that there needs to be more interpretation of those findings, and I think those interpretations and findings should be published so that it will allow others to carry on.



Now the second question or subject or misconception that I would like to discuss has to do with the general area of preschool work. Now with the members of the staff of the Tracy clinic sitting right in front of me, I am very happy to make these remarks. The fact of preschool work, I think, was largely pioneered by the Tracy clinic and there's no question in my mind about the value of preschool work.

But I think there are many, many claims made by many different people which are purely subjective claims. Now, we might say that preschool opportunities and parent education—let's group them together for purposes of this discussion—preschool education and parent education might be broken up into four categories, probably more. The 4 that occur to me would be, one category, those parents who have taken the Tracy clinic course, primarily through the efforts of Mrs. Montague, and that is the only opportunity those people have had to have any kind of preschool education for their children and parent education for themselves.

Then we have another group, those parents who are fortunate enough to be able to go to Los Angeles, and in addition to the material they would have received from the correspondence course, they actually have attended the courses and work that is given primarily for parents at the John Tracy clinic.

We have a third category, those people who live in other parts of the United States but who are fortunate enough to live in a State where the State residential school provides a parent clinic, such as is provided by the Illinois school, the Michigan school, the Texas school, and some others that I haven't mentioned. They have received some benefit from those, no doubt, but we don't know how much, and how much difference there is between those who did one thing and those who did another.

We have a fourth category, those who live in a place where the schools do take children of varying ages, some places where they take children as young as 2, others at 3, others at 4. We have a variety of programs, then, and, of course, the great group I've left out, which is those who have no opportunity of any kind for preschool education or parent education, which probably still constitutes the great majority.

Now my point is, I'm not questioning the value of any of these, but I'm questioning, what do we know about the comparative value? Which is the best? What, maybe they're all good, but what, definitely, good does it do most of the children? Of course, I think it does a lot of good for the parents, which maybe can never be measured, and that would be sufficient to justify any of these programs. Nevertheless, shouldn't we know what good these do some of the children? And the research for this type of thing, it seems to me, must be carried on by longitudinal study. It's certainly not something somebody's going to find out within a few months or within a year.

The Tracy clinic was established in 1942, and we must have some children now round about who are 12, 13, 14 years old who started out with their program at the time it began. Other programs have begun since then, and I think that various studies should be set up to evaluate these things.

The third question, subject, I would mention as of major importance has to do with particularly the misconception on the part of the use of hearing aids with children. We have again various kinds

of situations. We have situations where children begin using group hearing aid equipment, group amplification, from the day they enter school, right on through, and use it all the time in the classroom. We have other situations where children begin using individual hearing aids. We have certain situations where people, children, make the transition from a group aid to an individual aid.

We have many misconceptions, it seems to me, both on the parts of parents and on the parts of teachers, as to what the objectives are in the use of these hearing aids. I know that we have many parents, and I suspect that we have many teachers, who think that the moment you put the hearing aid on the child is going to suddenly know and understand this language and speech that he's never been hearing.

So we need to put these things in objective terms, both what the objectives are in our use of these different methods and techniques, and then after we've put the objectives in words, we have to collect a little data, or a lot of data, and we have to evaluate that data and find out if we're doing what we think we're doing. I would like to caution all of us that research does not attempt to prove anything. Research merely attempts to find out what is so, and that is what I think we should be doing. We should be, first of all, finding out what is so and what can be improved in our educational program through group and coordinated research which will be of very little cost. Secondly, we should evaluate the various claims made about the varying preschool and parent-education programs. And third, we should evaluate the kinds of claims that are being made about the various ways to use hearing-aid equipment. [Applause.]

Dr. INGLE. For Dr. Doctor, I would like to thank all the members of the panel for the contribution they have made to this program this morning.

I would like to remind our president, if he is in the room, that we are right on the nose and we are dismissing at the time we are scheduled to dismiss. The business meeting of the convention will be held in this room in 15 minutes. We stand adjourned.

(Meeting adjourned at 10:45 a. m.)

#### BUSINESS MEETING, THURSDAY MORNING

(The meeting was called to order by Dr. Cloud at 11 a. m. and thereupon proceeded as follows:)

Dr. CLOUD. Dr. Underhill has requested me to ask if the section leaders who have spent money of any kind in connection with the program will please submit their statements of expenses which will have to be approved before payment is made. You may, if you wish, submit your itemized statements to either Dr. Ingle or to me. If you have receipts, we would appreciate having the receipts attached.

We have some committee reports, the first of which is the committee on necrology, but inasmuch as Dr. Doctor is not present and as the work of this committee is usually done through correspondence, his report will appear in the proceedings.

The members of the necrology committee are: Powrie Doctor, Galaudet College, chairman; Anna Murphy, Arizona School for the Deaf; Sister Mary Constantia, St. Mary's School for the Deaf, Buffalo, N. Y.; Mary New, Lexington School for the Deaf; William Marra, Kansas School for the Deaf.

## NECROLOGY

Sister Mary Virginia Becker: Died April 3, 1952, at the age of 70. Trained at St. Louis University and Catholic University. Normal, grade, and high-school teacher. Superior and principal of St. Joseph's Institute for the Deaf, University City, Mo., at the time of death.

Charles A. Bradford: Died September 1, 1951, at the age of 42. Superintendent New York School for the Deaf, White Plains, N. Y. Trained at State Normal School, Oswego, N. Y., Empire State School of Printing, Ithaca, N. Y., Teachers College, Columbia University. Taught at the Virginia School for the Deaf, acted as assistant superintendent at Lexington School for the Deaf, and in 1942 became acting superintendent of the New York School for the Deaf, and in 1944 superintendent of the New York School for the Deaf. Lecturer and writer on the education of the handicapped. Member of the board of directors of the American Association to Promote the Teaching of Speech to the Deaf. Member of the Conference of Executives of American Schools for the Deaf, and of the Association of Elementary School Principals.

Kenneth W. Braly: Senior psychologist of the advisement service, Los Angeles city schools. Trained at Gallaudet College. Taught in the New Jersey School for the Deaf and the Honolulu School for the Deaf. Worked with deafened soldiers in World War II. Died July 1, 1953, of a heart attack.

Miss Lucie E. Burgess: Died at Olathe, Kans., October 8, 1952, at the age of 73. Director of physical education for girls at the Kansas School for the Deaf from 1904 to 1914.

William Henry Chambers, Sr.: Died at Knoxville, Tenn., May 6, 1952, at the age of 73. Trained at the North Carolina School for the Deaf and at Gallaudet College, Washington, D. C. Athletic coach and teacher at the Tennessee School for the Deaf from 1907 to May 1949.

Mrs. Belle S. Divine: Died March 24, 1953. Head teacher at the State School for the Deaf, Vancouver, Wash., where she had taught for more than 40 years. Educated in public schools, the Mount Airy School for the Deaf in Philadelphia, and Gallaudet College, Washington, D. C. Taught at the Maryland School for the Deaf before going to Vancouver. Held membership in the National Association of the Deaf, and in the Washington Association of the Deaf. She was a member of the board of directors of Gallaudet College Alumni Association. Before her marriage Mrs. Divine was Anna E. Stout.

Ivan Stephen Dunn: Died March 4, 1953, at the age of 83. Printer, editor, and instructor of printing from 1927 to retirement in 1951. Served newspapers in Wisconsin and Illinois, and taught at the School for the Deaf in Jacksonville, Ill.

Corline W. Ellis: Died April 3, 1953, at the age of 49. Teacher of sewing at the School for the Deaf in Faribault, Minn.

Rachel Elizabeth Foster: Died April 9, 1951, at the age of 70. Teacher of the deaf for 34 years. Taught 31 years at the Kansas School for the Deaf, Olathe, Kans.

Percival Hall: Dr. Percival Hall died November 7, 1953, in Washington, D. C. He was the son of Asaph and Angeline Stickney Hall. He was born in the old Georgetown section of Washington, D. C., on September 16, 1872.

Dr. Hall was taught at home during his early years before entering Columbian Preparatory School, later Columbian University, now the George Washington University. He later transferred to Harvard, where he majored in engineering and mathematics and was graduated with a B. A., magna cum laude, in June 1892.

Dr. Hall became interested in the deaf through his friendship with Allan Bradshaw Fay, son of Edward Allen Fay, a member of the faculty of Gallaudet College. He became a member of the normal training class of Gallaudet College of 1893. For 2 years he taught at the New York School for the Deaf. In 1895 he became a member of the faculty at Gallaudet College. Dr. Hall was granted the M. A. degree from the George Washington University, where he also did work toward a doctorate. In 1914 the George Washington University conferred upon him the honorary degree of doctor of literature. He received the honorary degree of doctor of humane letters from Gallaudet College in 1935.

Aside from his duties as a teacher of mathematics, Dr. Hall served as secretary to Edward Miner Gallaudet and worked closely with the members of the normal training department, now the graduate department of education. In 1910 he was appointed the second president of Gallaudet, holding this position until June 16, 1945, when he was appointed president emeritus.

Dr. Hall was a member of the National Research Council and was instrumental in having a survey made of schools for the deaf in the United States. He estab-

lished the research department in Gallaudet College, appointing as its first director, Irving S. Fufeld, vice president of Gallaudet College, the present head of the department. Dr. Hall served as president of the Convention of American Instructors of the Deaf and of the Conference of Executives of American Schools for the Deaf, and as chairman of its executive committee. He was a member of the Cosmos Club, the Powatan Club, the Delta Upsilon Fraternity, the Harvard Club of Washington, the Federal Schoolman's Club of Washington, and the Rotary International. He was also chairman of the World War I draft board and the board of directors of All Souls' Unitarian Church.

He leaves his wife, Ethel Taylor Hall, 2 sons, Jonathan, a member of the biological faculty of Gallaudet College, and Percival, Jr., special assistant to president Leonard M. Elstad, of Gallaudet College; a daughter, Marion Fisher, and 8 grandchildren.

Memorial services were held for Dr. Hall at All Souls' Church, Unitarian, in Washington, D. C., Tuesday, November 10, 1953.

Thomas Hagerty: Died in October 1953. Acted as athletic coach and instructor at the Wisconsin School for the Deaf, Delavan, Wis., for 31 years. Educated at the Wisconsin School for the Deaf, and was graduated from Gallaudet College, Washington, D. C., in 1890.

John Harrington: Died November 10, 1953, at the age of 47. Trained at Wentworth Institute, and taught printing and athletics at the Boston School for the Deaf, Randolph, Mass.

Lina Hendershot: Died March 10, 1953. Taught speech and English, and supervised the primary department of the Wright Oral School for some years.

Sister Irma-Theresa: Died July 14, 1953. Taught kindergarten for 15 years at the Archbishop Ryan Memorial Institute for the Deaf, Philadelphia, Pa.

Sister Joseph-Rosarii: Died November 19, 1951. Taught sewing for 31 years at the Archbishop Ryan Memorial Institute, Philadelphia, Pa.

Myrtle Corey Kessler: Died July 22, 1951, at the age of 73. Graduate of the Georgia School for the Deaf, and studied domestic science at the Montana State University, Missoula, Mont. Taught at the Tennessee School for the Deaf, the Montana School for the Deaf, a private school in Lebanon, Tenn., and the Georgia School for the Deaf.

Charles W. Kessler: Died May 17, 1953, at the age of 86. Instructor in painting at the Tennessee School for the Deaf, Knoxville, Tenn. Retired June 30, 1949.

Mrs. Bertha Mellen Kirk: Died September 14, 1951, at the age of 78. Graduate of the University of Kansas. Taught in State schools for the deaf in Jacksonville, Ill., and Olathe, Kans.

Gabrielle Marie LePrince: Died March 2, 1953, at the age of 82. Teacher of art in the New York School for the Deaf, White Plains, N. Y., from 1890 to 1915. Associated for many years with the Inwood Pottery Studios, New York City. Instructor in pottery, Greenwich House, New York City.

Margaret McKellar: Died April 30, 1952. Taught for many years in the deaf department of the Maryland School for the Blind, first as teacher of handwork and supervisor of girls, and later as academic teacher of older deaf pupils.

Ida McLeod: Died August 31, 1953. Joined the teaching staff at Mackay School for the Deaf, Montreal, Quebec, in 1893. Became principal of the Mackay School in 1917 at which post she remained until retirement in 1934.

Mrs. Nettie Moll: Died April 8, 1953, at the age of 70. Taught at the Kansas School for the Deaf, Olathe, Kans., from 1917 to 1922, and from 1943 to the time of her death. Prior to her marriage Mrs. Moll was Miss Nettie Sanford.

Dorothy M. Morris: Died March 22, 1953, at the age of 61. Teacher-in-charge, Upper School, the Clarke School for the Deaf, Northampton, Mass. Trained at Boston University, Smith College, and the Teacher Education Department of Clarke School for the Deaf.

Helen Murray: Died November 2, 1953. Taught at the Parker Elementary School, Chicago, Ill.

Mrs. Katherine Slocum Neujahr: Died September 3, 1953, at the age of 46. Attended the Nebraska School for the Deaf. Was graduated from Gallaudet College, Washington, D. C., in 1935. Taught for 11 years in the Nebraska School for the Deaf. Served as one of the editors of the OCD News since 1947, and as secretary of the club in 1946 and 1948.

Mrs. Ethel Makemson Perry: Died August 23, 1953, at the age of 79. A pioneer in the field of education for the deaf. Served on the faculty of the Oklahoma School for the Deaf for 27 years. Had previously taught in the Texas school for 10 years. Trained at Mary Baldwin College, Southwestern University,

Georgetown, and New York University. Did graduate work at Columbia Teachers College, and research in abnormal psychology at Pineland Institute and New York University.

George H. Putnam: Died August 18, 1953, at the age of 88. Taught in State schools for the deaf in Texas, Minnesota, Nebraska, Illinois, and Kansas. Principal of the Kansas School for the Deaf from 1898 to 1908.

Mary Florence Skehan: Died June 20, 1953. Taught in the public schools of Talladega and of Selma, Ala. Trained for the teaching of the deaf at the Alabama School for the Deaf, where she taught in the intermediate and advanced departments. In 1948 became supervising teacher of the advanced department and remained in that department until her death. Contributed several articles to the Bulletin of the Convention of American Instructors of the Deaf.

Helen E. Sturdevant: Died February 23, 1951. Trained at the Mount Airy School for the Deaf, Philadelphia, Pa., and taught at the Mount Airy School and at the Pennsylvania State Oral School.

Mrs. Clara Wortham Taylor: Died in Rome, Italy, August 8, 1952. Trained for the teaching of the deaf at the Texas School for the Deaf in Austin and did summer study at Central Institute for the Deaf. Taught at the Texas School for the Deaf and at Sunshine Cottage, San Antonio, Tex.

Harriet E. Yoe: Died January 31, 1951. Taught in State schools for the deaf in Nebraska, Minnesota, and Kansas.

Miss M. Emma Atkinson: Died December 25, 1952, at the age of 86. Educated in the American School for the Deaf and private schools. Had charge of the sewing department in the American School for the Deaf from 1898 to 1906. Subsequently taught special classes. Retired in 1937.

W. O. Connor: Died May 5, 1952, at the age of 78. Received his bachelor of arts degree from Georgia Tech, and his master's degree from Gallaudet College. Taught in the Washington, Minnesota, and Iowa Schools for the Deaf for a combined 12 years, and in the New Mexico School for the Deaf for 38 years.

Mrs. Markie L. Eastman: Died January 29, 1953, at the age of 72. Taught in the public schools of Mason, Tex. Moved to Austin to place her daughter in the State school for the deaf. Later joined the teaching staff at the State school, retiring in 1951.

Mrs. Nannie Carver Huddle: Died July 21, 1951, at the age of 90. A graduate of Barton's Academy in Mobile, Ala., Mrs. Huddle taught at the Texas School for the Deaf for 43 years.

Miss Nannie C. Orr: Died October 16, 1952, at the age of 83. Started her teaching career in the West Virginia School for the Deaf, and was connected with several schools for the deaf before joining the American School in Hartford, Conn. Retired in 1945.

Pauline Schmidt: Died July 5, 1951, at the age of 51. Received her professional training at the University of Minnesota, Central Institute for the Deaf, St. Louis, Mo., and the University of Wyoming Summer School. Taught in the Oregon, Louisiana, Iowa, Georgia, Virginia, and New Mexico Schools for the Deaf.

C. D. Seaton: Died December 13, 1952, at the age of 85. Received his master's degree from Gallaudet College and taught in the West Virginia School for the Deaf for 42 years, retiring in 1945. Edited the Gallaudet College Buff and Blue and West Virginia Tablet.

Dr. Felix B. Shuford: Died December 24, 1952, at the age of 86. Practiced medicine in Hunt County, Tex., until 1919. Superintendent of the Texas School for the Deaf from 1919 to 1923. Returned to the practice of medicine in Austin and retired in 1940.

Miss Hattie C. Simcock: Died August 19, 1951, at the age of 83. Educated in the Austin public schools and the University of Texas. Began teaching in the Texas School for the Deaf in 1918 and continued there until her retirement in 1932.

Dr. CLOUD. The next report is that of the auditing committee. Mr. Hester is the chairman. Mr. Hester.

Mr. HESTER. Dr. Cloud and members of the convention, the auditing committee is pleased to make the following report. The audit report, prepared by Alfred W. Dodge, certified public accountant, on the financial affairs of the Convention of American Instructors of the Deaf carried on by Mr. Odie W. Underhill, has been reviewed by members of your auditing committee. We are pleased to recommend that the audit prepared by the certified public accountant be accepted and



that Mr. Underhill be commended for the excellent manner in which he has conducted the financial affairs of the convention.

LENOIR, N. C., June 2, 1953.

*The Auditing Committee of the Convention of American Instructors of the Deaf:*

GENTLEMEN: I have audited the cash receipts and disbursements of the treasurer of the Convention of American Instructors of the Deaf for the period from June 7, 1951, to June 2, 1953, inclusive, and submit herewith my report thereon, consisting of two exhibits, indexed preceding this letter.

The details of the cash receipts and disbursements for the period under review are presented in exhibit A. There was an excess of receipts over disbursements for the period of \$435.06. This excess is accounted for in exhibit B by the net increase in resources as between the beginning and closing dates of the period.

All receipts of record were traced into the bank or were on hand as undeposited receipts and all disbursements appeared to have been supported by properly authorized vouchers. All checks issued during the period were paid by the bank and were examined by me. They appeared to have been in proper order.

United States savings bonds, series G, in the sum of \$3,000 were held as of May 31, 1949. On December 31, 1949, additional series G bonds in the sum of \$2,000 were purchased bringing the total of United States bonds to \$5,000. The interest on these bonds has been fully accounted for from acquisition to the date of this audit.

On October 18, 1949, the executive committee of the convention, noting the absence of any policy at all regarding the payment for the treasurer's services authorized the treasurer to receive \$100 per year after each year's service. However, this authorization was silent as to the retroactive date on which this compensation should begin and the payments made on this authorization during this current period were refunded by the treasurer as of June 2, 1953. This refund was made because the executive committee in its meeting at Fulton, Mo., in June of 1951, overlooked the need for establishing the date to which these payments should be made retroactive. The treasurer's position entails a great deal of time and responsibility in order properly to handle the fiscal affairs of the convention and the matter of his compensation should receive your careful consideration and recommendation.

The treasurer's records were in very good condition and all funds of the convention appeared to have been fully accounted for during the 2 years covered by this report. I feel that your treasurer is very conscientious and has a sincere personal interest in the affairs of the convention.

In my opinion, the accompanying statements fairly reflect the resources of the convention at June 2, 1953; and the receipts and disbursements of the convention for the period from June 8, 1951, to June 2, 1953, inclusive.

Respectfully submitted.

ALFRED W. DODGE, C. P. A.

### TREASURER'S REPORT

(Dr. ODIE W. UNDERHILL, treasurer, the Convention of American Instructors of the Deaf)

EXHIBIT A.—*Statement of cash receipts and disbursements, June 8, 1951, to June 2, 1953*

Cash balance June 8, 1951..... \$2,445.72

#### RECEIPTS

Registration fees at convention, Fulton, Mo.....	\$603.00
Membership dues collected:	
1951—124 at \$2.....	\$248.00
1952—1,053 at \$2.....	2,106.00
1953—1,116 at \$2.....	2,232.00
	<hr/> 4,586.00
Interest on United States bonds.....	250.00
Refund, treasurer's salary (see disbursements).....	600.00
	<hr/>
Total receipts.....	6,039.00
Total receipts and opening balance.....	<hr/> 8,484.72

## DISBURSEMENTS

## Convention expenses at Fulton, Mo.:

Speakers .....	\$334.05	
Office help .....	110.00	
Badges .....	95.08	
Demonstration expense .....	25.00	
Compiling and printing proceedings of meeting .....	734.26	
		\$1,298.39
Auditing treasurer's accounts, 1951 .....		30.00
American Annals of the Deaf—in lieu of publishing bulletins (\$1 per capita) .....		2,293.00
Subsidy .....		307.00
Telephone and postage .....		116.04
Printing and paper .....		73.70
Travel expense of officers and workers:		
Dr. D. T. Cloud .....	\$565.00	
Mr. William J. McClure .....	78.01	
Dr. Powrie Doctor .....	120.00	
Dr. C. E. Rankin .....	28.90	
		791.91
Treasurer's office help .....		44.00
Safety-deposit box rent .....		7.20
Treasurer's bond premiums .....		25.00
Bank charges .....		5.70
Refund of dues .....		2.00
Treasurer's salary (see receipts) .....		600.00
Flowers (for Dr. Settle's funeral) .....		10.00
Total disbursements .....		\$5,603.94
Cash balance, June 2, 1953 (see exhibit B) .....		2,880.78

## EXHIBIT B.—Comparative statement of resources, June 8, 1951, to June 2, 1953

	June 2, 1953	June 8, 1951	Increase (+) or decrease (—)
Bank checking account .....	\$2,239.78	\$2,364.72	—\$124.94
Undeposited receipts on hand .....	641.00	81.00	560.00
United States savings bonds, series G .....	5,000.00	5,000.00	
Total resources .....	7,880.78	7,445.72	435.06
Less: Unpaid bills .....	0	0	0
Net resources .....	7,880.78	7,445.72	435.06

## ANALYSIS OF INCREASE IN RESOURCES

Cash receipts for period (exhibit A) .....	\$6,039.00
Less: Disbursements for the period (exhibit A) .....	5,603.94
Net increase in resources (above) .....	435.06

Mr. HESTER. The report of this committee is in two parts, and I'd like at this time to interrupt my report to move that the audit of the affairs of the convention be accepted.

Dr. CLOUD. Is there a second to the proposal?

MEMBER. Second.

Dr. CLOUD. You have heard the resolution proposed by Mr. Hester. Is there a question? What's your pleasure? All ready for the question vote aye.

MEMBERS. Aye.

Dr. CLOUD. Contrary?

(No response.)

Dr. CLOUD. The report is accepted.

Mr. HESTER. The last part of this report is as follows: In 1949 the executive committee of the convention of American Instructors of the Deaf established an annual salary of \$100 for the treasurer of the convention. Inadvertently, no date was set for the beginning of payment of this salary. We recommend that the executive committee of the convention be authorized to establish a date for the beginning of the salary for the treasurer. This report is submitted by Marshall Hester, chairman, Dora Bolen, and Max Mossel. Mr. Chairman, I move that the executive committee of the convention be authorized to establish a date for the beginning of the salary for the treasurer.

Dr. CLOUD. Is there a second to the motion that has just been made?

MEMBER. Second.

Dr. CLOUD. A motion has been made and seconded. Any discussion? [No response.] All those in favor let it be known by the usual sign.

MEMBERS. Aye.

Dr. CLOUD. It is so ordered, and the motion is carried.

The next report is that of the resolutions committee of which Mr. Quigley is chairman. Mr. Quigley.

Mr. QUIGLEY. Mr. Chairman and members of the convention, the resolutions committee was made up of Miss Mary Kirkham, Kenneth Huff, and myself as chairman. There are several resolutions here and the committee will present them one at a time for acceptance if that's agreeable with the chairman.

The first resolution:

*Resolved*, That we extend to Dr. Dan T. Cloud our deep appreciation for the time and effort which he has expended toward making this convention a success. He has spared no effort to make this an outstanding occasion.

To Dr. Truman Ingle we are indebted for a splendid program which has brought to us much of value in our field of work, and which will be an inspiration to those who have shared in the activities of the week.

To Superintendent Virgil Epperson and Mrs. Epperson and the loyal, efficient staff of the Washington State School for the Deaf we owe our deepest appreciation. Nothing was left undone to add to the comfort and convenience of us all.

To the group who interpreted the many speeches and papers for the deaf members of the convention, a special vote of thanks for their willing and unselfish service.

Dr. CLOUD. You have heard the resolution. What is your pleasure?

MEMBER. I move it be adopted.

Dr. CLOUD. It has been moved that the resolution be accepted. All in favor let it be known by the usual sign.

MEMBERS. Aye.

Dr. CLOUD. Motion carried.

Mr. QUIGLEY (reading):

Whereas a large number of deaf teachers attend our conventions and it is their desire to have an opportunity to discuss their professional problems at these gatherings: Be it

*Resolved*, That at least two sessions of the convention be assigned to the deaf teachers for their deliberations.

I move this resolution be adopted.

Dr. CLOUD. All in favor, indicate by the usual sign.

MEMBERS. Aye.

Dr. CLOUD. Motion is carried.

Mr. QUIGLEY (reading):

Whereas the heads of many of our schools for the deaf and leaders among the deaf receive numerous requests for a manual of signs, and there is a need for an up-to-date book of this kind: Be it

*Resolved*, That this convention instruct the new president to appoint a committee to collaborate with the National Association of the Deaf and Gallaudet College in editing and publishing such a volume.

Mr. Chairman, I move that this resolution be adopted.

Dr. CLOUD. All in favor, vote by the usual sign.

MEMBERS. Aye.

Dr. CLOUD. Opposed.

(No response.)

Dr. CLOUD. The motion is carried.

Mr. QUIGLEY (reading):

*Resolved*, That the convention be held late enough for day school teachers to attend, as this year.

I presume by this resolution, the person meant future consideration of convention dates. Mr. Chairman, I move this resolution be adopted.

Dr. CLOUD. All those in favor vote aye.

MEMBERS. Aye.

Dr. CLOUD. Contrary.

(No response.)

Dr. CLOUD. Motion is carried.

Mr. QUIGLEY (reading):

Whereas there exist many mental health clinical resources at which hearing persons may be served but relatively few if any which offer adequate services for the deaf; and

Whereas there is an urgent need for mental health clinics for the deaf, and Whereas it has come to our attention that the Foundation for the Deaf, Inc., is actively promoting the establishment of a mental hygiene clinic solely for the deaf to be staffed by qualified professional personnel and under recognized auspices: Therefore be it

*Resolved*, That the Convention of American Instructors of the Deaf, the Conference of Executives of American Schools for the Deaf, and the Vocational Association of the Deaf in convention assembled at Vancouver, Wash., on July 3, 1953, affirm that there is a great and urgent need for such resources, heartily commend the initiative of the Foundation for the Deaf in this endeavor, and earnestly solicit the active assistance and encouragement of all interested organizations and individuals to the end that a mental hygiene clinic for the deaf shall become a reality.

Mr. Chairman, I move that this resolution be adopted.

Dr. CLOUD. All in favor vote aye.

MEMBERS. Aye.

Dr. CLOUD. Opposed.

(No response.)

Dr. CLOUD. Motion is carried.

Mr. QUIGLEY (reading):

Whereas the total education of the deaf child must include opportunities for education on the secondary level, and

Whereas in the past there has been a lack of emphasis on this important phase of the educational program: Therefore be it

*Resolved*, That a section dealing with secondary education be established by the Convention of American Instructors of the Deaf.

Mr. Chairman, I move that this resolution be adopted.

Dr. CLOUD. All those in favor indicate by the usual sign.

MEMBERS. Aye.

Dr. CLOUD. Opposed.

(No response.)

Dr. CLOUD. Motion is carried.

Mr. QUIGLEY (reading):

Whereas the section on curriculum consists of three divisions, namely reading, language, and social studies, there is a great burden carried by the leader of this section. The functions of this section leader are triple those of other section leaders, and

Whereas it is felt that the duties of this one section leader should be divided: Therefore be it

*Resolved*, That there shall be appointed a section leader for the section on reading, one for the section on social studies, and one for the section on language, and be it further

*Resolved*, That the section on curriculum be eliminated.

Mr. Chairman, the committee moves the adoption of this resolution.

Dr. CLOUD. All in favor, vote by the usual sign.

MEMBERS. Aye.

Dr. CLOUD. Opposed.

(No response.)

Dr. CLOUD. Motion is carried.

Mr. QUIGLEY. That completes the number of resolutions that have been submitted to the committee. Possibly there are other resolutions that have not been brought to the resolutions committee, and if so, they should be brought up here.

Dr. CLOUD. Thank you. [Pause.] Our next report is that of the nominating committee of which Mr. John Wallace is chairman. Mr. Wallace.

Mr. WALLACE. Dr. Cloud and members of the convention, in just a moment I shall present a slate of officers and section leaders that have been selected by the nominating committee.

It has been said that out in California people never die, but there's an area around Los Angeles that felt they should have a cemetery just in case something should happen, so they built a very pretty cemetery and chapel and waited for someone to pass on so that they might have a funeral. But nothing happened and they waited and waited, so they decided they would send to Rome, N. Y., to get a body so they could have this funeral. So the body arrived and they had the services and just about the time the body was to be lowered into the grave, the corpse rose up and said, "I wouldn't be caught dead in Riverside." [Laughter.]

At this time the committee composed of Miss Cecelia Maloney, Miss Clara Hammel, and myself would like to present this group of officers and section leaders. We have talked to many people, we have tried to get suggestions from people, and we tried to pick persons who we thought were qualified and would do a good job for the convention 2 years from now.

For president, Dr. Truman L. Ingle, Missouri School for the Deaf, Fulton, Mo. For vice president, Mr. James H. Galloway, Rochester School for the Deaf, Rochester, N. Y. For second vice president, Miss Harriet McLaughlin, Public School 47, New York City. For secretary, Mr. Stanley D. Roth, Kansas School for the Deaf, Olathe, Kans.

The committee would like to explain at this time that Mr. Odie Underhill is to retire from the North Carolina school and I believe that the constitution says that the treasurer must be an active member



of the convention. So we have the name of Mr. Thomas Dillon as treasurer, New Mexico School for the Deaf, Santa Fe.

The board of directors, Mr. Charles E. MacDonald, British Columbia School for the Deaf and the Blind, Vancouver, British Columbia. Mr. MacDonald was appointed to fill out the term of Dr. Poore. Another director, Mr. Virgil W. Epperson, Washington State School for the Deaf, Vancouver, Wash. And Dr. Daniel T. Cloud, New York School for the Deaf, White Plains, N. Y.

Section leaders: Art, Mr. William H. Grow, Florida School for the Deaf, St. Augustine; auricular training and rhythm—Lloyd Harrison, Missouri School for the Deaf, Fulton, Mo.; for curriculum content—now is this the one that's to be divided into three groups? We have the name of Miss Margaret Gruver, Rhode Island School for the Deaf, Providence, R. I., and Miss Helen Nyhus of the California School for the Deaf at Berkeley, and we will have to find one more so that this can be divided into three sections. There would only be two.

Day schools, Dwight Reeder, Bruce Street School, Newark, N. J.; principals and supervising teachers, Miss Julie McDermott, South Carolina School for the Deaf, Spartanburg; visual education, Mr. Ben Hoffmeyer, North Carolina School, Morganton; vocational training, Rudolph Wartenburg, California School, Berkeley; publications, Dr. Powrie V. Doctor of Gallaudet College, Washington, D. C.; deaf teachers, David Mudgett, Illinois School for the Deaf, Jacksonville; health and physical education, James Spink, Illinois School for the Deaf, Jacksonville; preschool, Miss Eleanor Vorce, Lexington School for the Deaf, New York City; research, Dr. Helmer R. Myklebust, Northwestern University, Evanston; speech, Miss Josephine Carr, Iowa School for the Deaf, Council Bluffs.

Dr. CLOUD. You have heard the recommendations made by the nominating committee. Are there other nominations?

Dr. BRILL. Mr. President.

Dr. CLOUD. Dr. Brill.

Dr. BRILL. In view of the work on the committee in secondary education of Myron Leenhouts, I would like to place his name up for nomination as leader of that section.

Dr. CLOUD. Any other nominations?

Mr. WALLACE. I might say that Mr. Leenhouts was, I remember now, the third person to be on that committee which was divided, I believe, into language, reading, and social studies. But if you prefer him on that other, it is satisfactory.

Dr. CLOUD. May I get that statement again, Dr. Brill? What is it that you are proposing—that Mr. Leenhouts be appointed as head of the section on secondary education? Is that correct?

Dr. BRILL. That's right.

Dr. CLOUD. Any objections? [Pause.] So ordered. Are there any other nominations?

MEMBER. Mr. Chairman, I move the nominations be closed, and that the secretary cast a unanimous ballot for all of those nominated by the nominating committee.

Dr. CLOUD. You have heard the motion. Any discussion? Rather, I should have said, you have heard the motion, is there a second to the motion?

MEMBER. Second.

Dr. CLOUD. Any discussion? [No response.] The secretary does not appear to be in the room at the moment. We'll ask the interpreter to cast a unanimous ballot. [Laughter.] If that procedure is acceptable. All those in favor indicate with the usual sign.

MEMBERS. Aye.

Dr. CLOUD. Opposed.

(No response.)

Dr. CLOUD. Motion is carried. Any other business to come before the convention? We must give some thought to the location of the next meeting. I don't know whether any invitations have been filed. Mr. Parks?

Mr. PARKS. Mr. President, members of the convention, I'd like to take this opportunity of extending an invitation to all the members of the Convention of American Instructors of the Deaf to meet in the land of opportunity. In case any of you do not know where that is, that's Arkansas. I don't know whether we could entertain you and keep the weather as cool as it has been here in Washington, but I assure you that we would do our best. We can arrange for some sightseeing trips. We can arrange for your buses to go through or break down as you wish. [Laughter.] We do have a rather large metropolitan area which I am sure most of you will enjoy.

I believe about a year and a half ago the Conference of Executives of American Schools for the Deaf met in Little Rock, and I believe that most of the superintendents went home stating that they had a very nice time. I don't know whether I would be able to get the staff together to entertain all the members as Mr. Wallace, my predecessor, did, but I assure you we would do our best, and I hope that you will look with favor to coming to the great State of Arkansas, the land of opportunity. Thank you. [Applause.]

Dr. CLOUD. Are there other invitations that might be submitted at this time? [Pause.] Is it your pleasure to act upon this invitation now?

MEMBER. Mr. President, I move that the location of the next convention be left to the decision of the executive committee.

MEMBER. Second.

Dr. CLOUD. It has been moved and seconded that the site of the next meeting of the convention be left to the decision of the executive committee. All in favor vote "Aye."

MEMBERS. Aye.

Dr. CLOUD. Opposed.

(No response.)

Dr. CLOUD. So ordered. Your invitation is accepted, Mr. Parks, and it will be referred to the executive committee for their decision.

Is there any other business to come before the convention at this time? [Pause.] If not, the business session of the 36th meeting of the Convention of American Instructors of the Deaf is adjourned.

(Meeting adjourned at 11:45 a. m.)

#### PROCEEDINGS OF THURSDAY AFTERNOON SESSION

(Presiding: Miss Marguerite Stoner, teacher, John Tracy Clinic)

Dr. CLOUD. I know you will be interested in the program planned for this afternoon, and I am pleased indeed to present to you the chair-

man of the meeting this afternoon who will carry on; Miss Marguerite Stoner of the John Tracy Clinic at Los Angeles.

Miss Stoner.

Miss STONER. Thank you. I'd like to say that the child under discussion today is, roughly speaking, the child under 6 years of age, but we're not going to quibble about terms. We may often say the preschool child as a designation for him. Our plan is to look at the education of the child of nursery school and kindergarten years and see how it is being carried out today in various schools, in varying situations in various schools. And we would like you to examine and contribute to this in terms of questions or comments.

First this afternoon are demonstrations, and I would like to introduce Miss Helen Woodward of the British Columbia School for the Deaf in Vancouver, British Columbia. Miss Woodward is vice principal of the primary department.

Miss Woodward.

Miss WOODWARD. Thank you, Miss Stoner. I have great pleasure in introducing Miss Hayward who is our kindergarten teacher. Miss Hayward is going to demonstrate with four of our small children, and we thought that you would like to know a little bit about the children. Their audiograms are there on the side wall. Because these children have so little hearing, we started the audiogram at 50 decibels. The top line is the 50-decibel line and it goes down to 100, you see. We did it that way so that they would be large enough for you to see. Dennis, the first little boy, is 3 going on 4 years old. During the past year he has come 2 mornings a week with his mother and received tutoring at the school. His mother had carried on at home in between.

The other three little boys have been coming to school full time for the past year to the kindergarten class, to Miss Hayward's class. But the year before that they came once a week with their mothers for tutoring and their mothers carried on in between.

Some of the audiographs, I notice, aren't quite complete. That's because we forgot to bring them with us and had to do them again this morning and we were in a hurry and the children didn't feel like having their hearing tested. We started at 250 cycles, so it's not too complete.

Now, Miss Hayward.

(Demonstration: Preschool and kindergarten class, pupils from the British Columbia School for the Deaf and Blind; Miss Nancy Hayward, teacher.)

[Applause.]

Miss STONER. Thank you, Miss Hayward, Dennis, Stephen, Neil, John, and their mothers for bringing them today.

Mr. and Mrs. Keene and Laurie came down from Seattle about noon. As I was sitting there, I was thinking they have about the ultimate of courage, I think, in this entire gathering here today since they, as parents, brought their little girl to show you some of the ways they worked with Laurie. Mind you, they are not trying to be teachers, they are going to show you what they do as parents with Laurie. We would like to explain that this is Laurie's first appearance of this type at all, and it would not be the least surprising if she wouldn't do anything for us at all. She's not accustomed to being shown

off in any shape, form, or fashion. So, may I present Mr. and Mrs. Keene and Laurie.

[Applause.]

(Demonstration by Mr. and Mrs. Keene with their daughter Laurie.)

Miss STONER. I forgot to tell you that Laurie is profoundly deaf. She was six in May. She has been in the Seattle preschool hearing program and on into public school for the deaf children.

#### PANEL DISCUSSION: VARIOUS PLANS FOR PRESCHOOL EDUCATION

Presiding: Miss Marguerite Stoner, John Tracy Clinic, Los Angeles. Members of panel: Miss Hazel Hodson, head nursery-school teacher, Mary E. Bennett School for the Deaf, Los Angeles; Miss Helen Woodward, vice principal of the primary department, British Columbia School for the Deaf, Vancouver, British Columbia; Mrs. John Keene, Seattle Preschool Hearing Center.

Miss STONER. And now into our panel discussion. First is Hazel Hodson, who is the head nursery-school teacher at the Mary E. Bennett School for the Deaf in Los Angeles and is our specialist in early child education, and she will describe for us the total child.

Miss Hodson.

#### A DAY SCHOOL

(Miss HAZEL HODSON, head nursery-school teacher, Mary E. Bennett School for the Deaf, Los Angeles)

Miss HODSON. The Mary E. Bennett School for the Deaf in Los Angeles has been admitting 3- and 4-year-old children to its preschool classes since 1921. Since that time there has been a tremendous increase in the population of the city and a corresponding growth of the school program to meet the ever-expanding needs of the community.

This past year there were 57 preschool children enrolled at Mary E. Bennett, with 3 nursery school teachers, and 3 tutoring teachers. Half of these children come to the morning session, half to the afternoon session. They come by schoolbus from all of the distant corners of a school district which covers 703 square miles.

In each session the children are divided into two groups according to age. The younger group includes the 3- and young 4-year-olds, the older group the 4½- and 5-year-olds. The two groups alternate in the use of the nursery room and the playyard. Because of the wide age range, this division into groups enables both the younger and older children to have experiences planned for and suited to each developmental level.

Let us look at these children as 3-, 4-, and 5-year-olds.

The 3-year-old has just reached the stage where he wants to please the adult and conform. His growing self-control has a motor basis. He is becoming more sure on his feet. His balance is fairly good. His arms and legs are lengthening. He is beginning to become interested in other people. He can play well with 1 or 2 other children.

In view of these facts, the teacher of the younger group needs to plan an environment with plenty of space and time for individual activity. She does not expect the group to have common interests or to function as a whole. She needs to plan in terms of the changing

needs of Bobby, and Jimmy, and Margo—for this day, and the next, and the next—that each may continue to experience success at his own level of achievement. She needs to know when and how to give the kind of guidance that will help them through this stage where hitting and pushing are attempts at social contacts, to more acceptable ways of communicating and working together.

The 4-year-old is exceedingly active, eager, assertive, and bossy. He has a tendency to go out of bounds in all directions. He rides fast, climbs high, and throws hard. His finer muscles are better developed. He is very sociable. He cooperates with 3 or 4 other children, enjoying equally well disrupting their activity or sharing their experiences.

His teacher needs to make the climbing arrangements more intricate and challenging to provide for much vigorous individual activity. She needs to be resourceful in adding supplementary materials (such as rope to tie the wagon onto the tricycle) which will invite constructive group play. This is a tempestuous and stimulating stage. The teacher needs to be especially alert to foresee and forestall difficulties, to meet this need for excessive physical activity, and guide it into constructive channels.

Compared to the 4-year-old, the 5-year-old seems mature and self-contained. He is not in conflict with himself or his environment. He is ready for enlarged social experience. He can work well with 4 or 5 other children; but still needs provision for individual play. Where the younger child experimented with manipulating creative materials, the 5-year-old is entering the representative stage. The house or fire engine in his painting is recognizable to others. He builds intricate block structures and invites the group to join him in sustained dramatic play.

He still needs all of the materials and equipment for gross motor activities. In addition, the teacher now needs to plan for some group activities. She needs to provide more and varied supplementary materials. She is challenged to meet the need for more and more meaningful informational material to broaden their concepts—pictures, storybooks, slides, or film strips where the actual firsthand experience is not possible.

Now, let us glance into the nursery-school room at the young group. It is a large, pleasant room, with windows on the east admitting the morning sunshine. Very likely a couple of children are painting at the easel. Several children are building with the large hollow blocks, in groups of 2 or 3—or individually. In the doll corner a busy mother (or two) will be setting the table, talking on the telephone, or tucking the baby into the cradle. John may be rocking meditatively on the rocking horse or clinging to the teacher's skirt as she goes about.

Out of doors, members of the older group are climbing into and over the packing boxes, through the barrel, along the bouncing board—up and down and over again. Wagons and tricycles whiz by. Other children are engaged in constructing oceans and rivers and roads in the sandbox. Several more children are engrossed in using clay at a table in the shade of the tree. A teacher comes out of the tutoring room with a child and invites another one to go with her.

Exactly what you would see in any good nursery school? Yes, that is our aim, to provide all of the experiences which we know are essential for the optimum growth of the young child physically, so-



cially, emotionally, and intellectually; to provide for the young deaf child educational facilities equal to those provided for hearing children, in addition to the necessary compensatory activities of speech and lipreading.

Research in the field of early childhood education has shown—

(1) That the best preparation for using one's capacities to the fullest at 6, or 16, or 60, is to have had the opportunity to develop fully at 3 weeks, 3 months, and 3 years.

(2) That the child grows faster physically and learns more during the first 5 years of life than at any other time.

(3) That these early years are characterized by (a) constant physical activity, (b) a short attention span, (c) a keen curiosity, and (d) a dependence upon concrete experiences.

This is the large muscle stage of development. It is actually fatiguing to the young child to keep him sitting still for more than a few minutes at a time. So, we provide the equipment, the space, and the time for running, jumping, climbing, pushing, pulling, and dragging.

He needs a number of centers of interest. He needs many opportunities for dramatic play whereby he clarifies his concepts of the world about him and grows socially, emotionally, and intellectually.

He needs a variety of creative and sensory experiences, with clay and dough, easel and finger painting, sand—wet and dry—pets and nature experiences, and a chance to experiment with color, texture, size and shape, and sound—and throughout all of these experiences the satisfaction of making and receiving the beginnings of acceptable social contacts. For "education implies harmonious development of all the potentialities of each individual." [Applause.]

MISS STONER. Thank you, Miss Hodson. Those were clear and colorful experiences of children at these various levels.

You don't mind if we move up a little closer to you; we feel way off in the woods back here. [Pause while they move forward.]

You have already met Miss Woodward. She is our next discussant, and I am certain a great many of you wonder about a child leaving home to attain a residential school. Miss Woodward will tell you the program that they have worked out with the children you saw here this afternoon and other programs. Miss Woodward.

#### A RESIDENTIAL SCHOOL

(MISS HELEN WOODWARD, vice principal of the primary department, British Columbia School for the Deaf, Vancouver, B. C.)

MISS WOODWARD. You have just heard described a fully developed and long-established preschool program, and I am sure you will agree that it offers almost ideal opportunities for the all-round development of the children it serves.

Now, I'm afraid that I can't describe any such ideal program, but I am here to suggest that every school can do something for all of the preschool children of the area it serves. My experience has been in a state residential and day school with neither the room nor the staff to operate a full-time preschool program. Nevertheless, very worthwhile work has been done in the preschool field, and I should like to describe it for you.

Now what a state school can do in this field depends very largely on its situation (whether in a large city or a small town) and upon the

distribution of the population it serves. The British Columbia School for the Deaf is situated in Vancouver, British Columbia, a city with a population of about 350,000. And it serves a sparsely populated Province in which there is only one major city outside the Greater Vancouver area. Scattered throughout the rest of the Province, there are small cities and towns separated by largely unpopulated, unsettled regions. The problem of providing preschool training for children in an area such as this is twofold. First, there is the question of operating a class for children in the metropolitan area; and then there is the more difficult problem of giving as much help as possible to upcountry parents and their children.

There is not a great deal to be said about the class for city children in Vancouver, except that it does exist. At one time, it operated on a daily basis with a full-time teacher. Teacher shortage intervened, however, and for the past 2 or 3 years it has been held 1 or 2 mornings a week, the teaching being done by the supervising teacher of the primary department with the help of a former teacher coming as a volunteer. From 6 to 8 children have attended with their mothers. On preschool mornings, the auditorium was turned into a playroom, supervised by the mothers. The actual teaching was done in a small tutoring room, the children being taken individually or in 2's or 3's. In most cases, the mothers were encouraged to watch the lessons and supplement them at home.

This program has been inadequate, of course—but I think you will agree that it is better than nothing. Certainly the children who have entered the regular kindergarten class at the age of  $4\frac{1}{2}$  or 5 years show the benefit of their early training. During the coming year, we will again have children just turning 4 years old attending the kindergarten class daily.

Now I should like to describe in a little more detail what is being done for up-country children of preschool age. These youngsters are not accepted as resident pupils until they are 5 years old, and the school feels that it should provide some help for their parents before that time. In a nutshell, this help consists of the initial contact (whether by interview or letter), school visits by parents and child, and guidance by correspondence centered around a mimeographed outline sent out by the school.

When the initial contact takes the form of a visit to the school by parents and child, the parents have an opportunity to visit the classrooms and dormitories, and quite often to watch the preschool class in session. The supervising teacher tests the little one informally, and sizes up his particular training needs. She is also able to judge to what extent the parents are willing and able to carry out home training. In most cases, the parents are given the mimeographed outline, containing specific suggestions for helping the child along the road of general social adjustment and lipreading skill.

When the initial contact is by letter, a reply is sent asking for further information about the child, and inquiring if the parents would like to receive help with home training. If the response indicates that they are both willing and able, the outline is mailed, with a letter suggesting a visit to the school at an early date.

From this point on, the parents are encouraged to write from time to time with reports of their child's progress, and they are particu-

larly encouraged to visit the school with the child at least once a year. On these visits, the parents have an opportunity to make more extensive classroom visits and watch their own child receive tutoring. The supervising teacher is able to size up the child's progress, and either give suggestions for further training or warn against overteaching. The school is in the fortunate position of having a new primary building with two small bedrooms designed especially for the use of out-of-town parents visiting with small children. Thanks to this accommodation, most parents stay for at least 2 days—long enough to receive more than perfunctory help.

The school library plays a part in the program. Volta Review reprints of especial interest to parents are grouped in envelopes and cataloged like books. Both they and the excellent books by Myklebust, Lassman, and Ewing are mailed to out-of-town parents from time to time.

It may be asked if this program does not overlap that offered by the John Tracy Clinic through its correspondence course. We do not think that it does. The school outline is something that can be handed to parents immediately, giving them assurance of near-at-hand support and help. It refers them most emphatically to the John Tracy Clinic and the Volta Bureau as sources of further help, and nearly every one of these parents does take the John Tracy course. We feel that contact with the school enhances the value of the course, and that confirmation from an outside source helps parents to settle down to the program suggested by the school.

This program for out-of-town parents is far from perfect or complete. A summer school for parents and children such as that offered by at least one other State school would no doubt be a desirable extension. The possibility has also been considered of eventually having a full-time teacher for the city class who would also make annual or biannual tours of the Province visiting the homes of out-of-town preschool children.

Even as the program now stands, however, it does prove that every school can do something worthwhile for all the preschool children of the area it serves, given only a genuine desire on the part of the school administration.

Looking at the State school's participation in preschool work from a broader viewpoint, it seems to me not only worthwhile but extremely important that the school should take an active interest in this field.

In the first place, the State school is the only source of help for the great majority of children and parents, regardless of the varied programs that may be available in large cities.

In the second place, if the State school is to maintain the position of leadership that it should assume as the basic unit in the public education system, it must take the lead in all aspects of the education of deaf children. As Dr. O'Connor suggested yesterday afternoon, interest in the field is becoming so widespread that, if the State school does not assume this leadership, it will certainly fall to others, who may be less equipped to carry it wisely.

Finally, what the State school does in the preschool field is going to have an important bearing on the confidence that parents feel in the school—and this confidence, or lack of it, is going to affect the lives of many deaf children. It is safe to say that preschool education is

here to stay, and that parent participation is here to stay. If parents do not receive the help they so desperately need from the school, a great many of them will seek it elsewhere. There is a distinct danger that a lack of sympathy and understanding may arise between the school and these parents who had to look elsewhere for help, and may show itself in a reluctance on the part of parents to send their children to the school when the time comes. We hear a great deal about inadequately staffed and ungraded day classes, and we agree that they are doing a disservice to many deaf children. But let us remember that they have sprung up through someone's feeling of need left unanswered. If all the enthusiasm and determination and good will that is expended on the founding of such classes were harnessed to expand the facilities of the State schools, I believe that the education of the deaf on this continent would be put on a much sounder basis. But this tremendous source of influence and good will will not be harnessed unless in all their contacts with the school, parents meet a warm, genuine, all-out desire to help—and let us remember that we cannot help those whom we do not understand, and we cannot understand those with whom we have no contact.

In closing, I, too, should like to refer to the theme of this convention—toward a new understanding of the deaf child. Some of us, as teachers, are just a wee bit inclined to feel that we already know just about all there is to know about deaf children—especially if we work in a residential school.

A great deal has been said about the school obligation to help parents. I wonder if we shouldn't think, too, of our obligation to learn from parents. I think that as teachers we are a little bit inclined to feel that we already know just about all there is to know about deaf children. But we do not really know much about any child until we have visited his home and gotten to know his parents, and even then we have no right to make generalizations on the basis of our little discoveries. I wonder how many of you can say that you have eaten a meal or spent a night in a home where there is a deaf child during the past year.

[Applause.]

Miss STONER. I think you will agree with me that there certainly are possibilities in that program.

Now Mr. and Mrs. Keene have already given you a glimpse of the parent-child relationship and functioning. I'm going to ask Mrs. Keene to tell you about a parent-sponsored school for preschool children in Seattle, Wash. Mrs. Keene.

#### A DAY SCHOOL ORGANIZED BY PARENTS

(Mrs. JOHN KEENE, Seattle Preschool Hearing Center)

Mrs. KEENE. When our daughter Laurie was less than a year old, our suspicions of her deafness were verified. Yes; the doctor said she was probably profoundly deaf, and when she was 5 she could enter the Public School for the Deaf in Seattle. To wait 4 years until someone could really do something to help our baby seemed almost worse than the deafness itself. Fortunately, by contacting the University of Washington, the department of health, and so forth, we soon found out that there was a Volta Bureau, there was a John Tracy Clinic, and there were other parents with little deaf children. Another

mother lent me her first installments of the Tracy Clinic correspondence course, and so I began to know a little bit about the education of the deaf and the value of an early start. By the time Laurie was 13½ months old, we could say to her "Where is your nose?" and a chubby finger would show us. We were on our way!

Several months later a teacher who had heard of Laurie suggested that we start a little nursery school for deaf children. It sounded like a wonderful idea—a way to bridge that long wait until Laurie reached public-school age. For even though I had already taught Laurie to lipread a few words, I had also begun to sense my complete inadequacy in getting the idea of speech across to her. The teacher and I worked for most of one summer to plan such a program and to create enough interest in the project to make it work.

There are five factors in setting up such a school.

The first problem is to find enough young children with a serious enough hearing loss to require special schooling that is not available elsewhere. The parents are responsible in a program like this to get the child back and forth to school, and to cooperate fully with the aims of the teachers. To find such children with such parents isn't easy at first, even in a city of half a million population like Seattle. We began the Seattle Preschool Hearing Center 5 years ago with just 5 children, and this past year we had 16 enrolled with a sizable waiting list. So once established, a good preschool attracts plenty of children.

We were fortunate to have a teacher to begin with, but finding a new teacher every time we have had to make a change in staff has been our most serious problem. As a parent I am very concerned with the serious shortage of qualified teachers in the Northwest, and a school of this kind we think will, through favorable publicity, interest young people in becoming teachers of the deaf.

As far as financial backing is concerned, we were very grateful to the Society for Crippled Children and Adults for giving us support as a starting venture. We have since gotten help from the Seattle Junior League, the Kiwanis, Masonic groups, and various service and alumnae organizations, and have even developed our own support group, the Child Hearing League which I shall mention again. In September the preschool is taking a permanent place as an educational service by being granted full support by the community chest. These financial sources are available in every community—it just takes someone to prove the need for such a program.

The place to hold such a preschool isn't a serious problem. Almost every town has some space available for a few hours a day. We began in Sunday-school rooms, graduated to the basement of a large public school, and will be moving into our own wing of the Seattle Hearing Center Building very soon.

We have been fortunate in having sound direction for our program. The parents have served as officers on the board of directors, and we have included on our advisory staff an otologist, a teacher of the deaf from the public-school system, an attorney, and a psychologist as well as representatives from supporting agencies. We have a printed brochure which is sent out to pediatricians and otologists to advise them of our work. (You see we don't want other parents to be told that they must wait to begin helping their deaf child.)



As soon as the school was underway, we mothers would meet during school mornings and discuss our own children. For many of us, it was the first time we could talk about the problems of deafness with people we knew really understood. And there lies one of the real values of this type of program. It is undeniably an emotional shock to be told that your child can't hear; but to be able to immediately start doing something constructive about that problem is not only beneficial to the child, but of great value to the parents. To know that there are other deaf children who are happy, and are learning to lipread and beginning to talk is a wonderful tonic. We now have a regular parent program designed to help parents help their children at home, for we believe that education is not confined to schoolrooms.

The children love to come to school, for we have a very fine nursery-school teacher who creates a happy social atmosphere for the children, and has even the 2-year-olds "talking" to each other. I don't think a deaf child can begin too early to learn how important speech is in getting along well in this world. These children grow up naturally expecting people to talk to them, and being expected to voice an answer. By having parents sponsor such a program, and seeing the results of early success, these parents are going to be of far greater help in making their deaf child truly oral.

Because we had the help of the Preschool Hearing Center and the John Tracy Clinic we have always talked to Laurie and have made her feel that she is an important part of our family. We don't minimize the deafness, but as a family we try to keep in mind that she is first of all a child, more than she is a deaf child. Even her little sister, who is now 3, shares in talking to her and explaining situations to her that she might not otherwise understand.

By the time that Laurie was 3, the State of Washington had changed its educational laws and had lowered the age limit to 3 for entrance into special public schools. She had a lipreading vocabulary of over 250 words when she entered public school that year, and because she had had the advantage of individual tutoring at the preschool for 2 years she adapted easily to the classroom routine. She began to read when she was 3, and was writing by the time she was 5. And all the time she was talking to us, and we were talking to her and we have really enjoyed her happy little girl years, rather than having that frustrating sense of not being able to cope with her problem. Her speech today is far from good—in fact lots of people can't understand her at all—but the important thing to us is that she understands almost anything that is said to her, and can make her ideas known to us through speech. More than that she plays easily with the hearing children in the neighborhood and is accepted by them.

The preschool has grown very quickly, from a class of 5 children meeting 3 mornings a week to a complete day school with 2 full-time teachers, a part-time psychologist and a staff of 10 volunteer nursery-school assistants. Sixteen children and their parents now attend and, as I said before, we even have a waiting list.

One of the unique features of this particular school and a definite factor in its rapid growth is the existence of an organization called the Child Hearing League. The league was formed 3 years ago by parents and friends of the Preschool Hearing Center in order to assist with financing and publicizing the work of the school, and to acquaint the

community with the particular needs of the deaf child. The league now has 15 active units all over Seattle and more than 250 members, most of whom had never even thought of deaf children before they joined. These women have not only raised thousands of dollars for the school, but have given valuable assistance to the board of trustees. Their speakers' bureau has supplied numerous social and service clubs in the city with programs designed to show the oral educational approach to the young deaf child.

So we feel that we have not only created a school to help young deaf children but are also creating an awareness and understanding of the deaf in the community, so that our children will grow up being accepted by those of us who are lucky enough to hear. This very awareness should eventually create enough interest in deaf education so that young people will be interested in becoming teachers of the deaf. With more understanding and more teachers, I think Laurie and deaf children everywhere can look forward to a very bright future. [Applause.]

Miss STONER. I think you see that parents can move mountains. Now you've heard about the three programs for the nursery school, kindergarten child and I'm going to describe the program of the John Tracy Clinic as the fourth.

#### A PARENT-CENTERED ORGANIZATION—JOHN TRACY CLINIC PROGRAM FOR PARENTS

(Miss MARGUERITE STONER, teacher, John Tracy Clinic, Los Angeles, Calif.)

In describing the John Tracy Clinic as a fourth type I wish to point out some similarities in that it is a day school and that the children are members of groups organized to meet children's needs at the various age levels. The distinctive feature of our school is the emphasis on parent education.

Visitors frequently ask "How many children are in the clinic?" To this we can answer "Over 1,000 during a year and more than twice that number of parents are served." The types of services given are quite varied including the correspondence course, consultation service, open clinic on Friday, parent classes, summer school, and the demonstration nursery school. However, the program presented today concerns the teaching program as it functions in our demonstration nursery school. There is not enough time to detail other aspects of the parent education program as presented at John Tracy Clinic.

Specifically, I want to take you with me as a teacher of the deaf to weigh some facts in connection with parent-child education.

Miss Hodson has guided us in our consideration of the child's physical, social, intellectual, and emotional needs. Now let's examine his communicative needs which actually cannot be separated from the aforesaid total needs of the child.

As a unit of communication a word, any word, is abstract since it is not reality. The word itself is not the thing but merely represents the thing or the idea. Therefore, when a child learns to understand his first word through lipreading he has entered the world of the abstract.

As teachers you are well aware of the difficulties involved in leading the deaf child to develop accurate concepts which can be expressed verbally. Experience has shown us that our only hope for accomplish-

ing this task is to refer repeatedly to the concrete. In fact, no abstract learning can take place without a basis of direct experience upon which to build.

The natural period for gaining basic concepts is in the preschool years. This is the child's greatest learning period. This is the time when he is experiencing directly and purposively all the new and wonderful things that make up his ever-broadening world. In a magnitude never to be equaled at any other period of life he is securing firsthand knowledge of people, animals, plants, soil, water, textures, size, shapes, and weights. He is learning the basic idea of cause and effect. He is learning the coordination of muscles. He is building his basic attitudes to people, to authority, and to himself. In all this learning he is employing to the fullest degree all of his senses—touch, sight, smell, taste, and hearing.

Obviously, this period of abundant experiencing of everyday things is the ideal time for him to make word associations so that words (abstract) will have rich meaning. What better time is there for him to associate the word with the object or action than the time in his development when he is most concerned with things and what he can do with these things.

It has been estimated that the child who hears enters first grade with a background of approximately 2,000 words which he can use easily as the coin of thought exchange. This is ample basis for his educational venture. These 2,000 words are never forgotten throughout his entire life mainly because they are so indelibly impressed through association with direct experience.

Though it is quite ambitious to aim for a similar development of vocabulary for the deaf child—to say nothing of a comparable language level—he should be given the full opportunity to develop according to his capacities.

Child-development specialists tell us that the social world of the child is normally a small one. Since for the deaf child sight rather than hearing is the main avenue of communication the only chance for fulfillment of his capacities lies with the adults who comprise this small social world. To meet this challenge the adults surrounding the child must understand how communication develops.

Parents are the most important people to the child in his early years and for many years ahead. Parents are with the child when concepts and their accompanying word associations should be built.

Keeping these factors of concept building as basic educational criteria, the teachers of the deaf at John Tracy Clinic work along four lines in parent education:

1. Classes to give parents applicable information about methods of developing communication skills. An important aspect of these classes is that the parent learns (not only from the teacher) but from the sharing of experiences with other parents.

2. Progressive lessons taught the child to present an observable pattern of developing communication skills. Incidentally, may I add that this includes observations not only of the parents' own child but of other children in the school.

3. Scheduled conferences every other week to individualize the material from parent classes and the observed teaching; and at the same time to integrate the program of teachers and parent for the child.

4. Planned participation of the parent both in the structured teaching situation and during informal activities of the day so that the teacher can help the parent become more skillful in communicating with the child.

To sum it up, the teacher of the preschool deaf child sets the pace and guides the parent throughout all the child's levels of growth in lip-reading, language, speech, and auditory training. With parents knowing what to do, the child is getting the maximum amount of help during these important learning years. He is not marking time until he is of school age.

Parents are a potential force for improved education of the deaf child. They will and they can help us in our job of teaching the deaf child—if given proper opportunity to learn how. At John Tracy Clinic we have headed progressively toward more and more parent education throughout our years of growth and expansion. If I may end with a slogan, it is: "More—not less—parent education."

[Applause.]

MISS STONER. We're open for questions or comments.

MISS WOODWARD. Miss Stoner, I meant to have questions from the audience, but we kind of forgot. So, may I pose a question I have here to ask? I have heard it suggested that if parents take too much part in a preschool program there is a danger of overteaching, and a danger of getting parents worked up to overteaching their children, resulting in tense, workedup children. I thought perhaps some of us here on the panel might have a reply to that. Miss Stoner?

MISS STONER. The way I look at this is that the parents who are interested in doing something for the child, they are teachers right off the bat, and they will teach the child whether they have any help or not. I don't mean that they get a book out and try to learn what is said about lipreading, but regardless of what they may learn or what they may read out of the book, they are teaching that child, and whether we help them or not, they still are helping the child. So, it would seem to me that the more we can do, the more we can enlighten the parents, the further we can lessen that cry, "What can I do, what can I do?"

The second aspect I would like to give in that regard is that we see a great lift in the parents and a small bit of improvement in the child. And that is one of the biggest helps to the parents, to see that their child can learn.

Now, I don't want to go on. Mrs. Keene? Suppose you get in this.

MRS. KEENE. I'd like to say one thing, maybe it's kind of telling on parents, but most of the parents I have seen I think follow the two classes. They are either the eager kind that grow up probably being kind of problems to you teachers. I mean the kind that grow up with big ideas of the perfect speech that their child is going to get and probably go on and become the kind of parents that are inclined to find fault with the teacher later on. And I've seen that happen just in my own acquaintance here in Seattle and throughout the country, of mothers who keep seeking that perfect speech all the time, and expecting the teacher to do an impossible job.

And I think the other kind of parents are the kind that kind of fall down on the job there. They are thrown by the problem at first,

they keep thinking well maybe Johnny will outgrow his deafness, and don't do anything about it. And Johnny grows up, not quite getting along in the neighborhood, and they can just hardly wait until he gets to the age where they can shove him off to a residential school, which I don't think makes a happy child either.

So, I think an awful lot of this early start is getting the parents used to what their child is going to grow into, and helping that child to become a happy child, a well-adjusted child.

MISS WOODWARD. I had a little answer all prepared to this, too. I think perhaps that happens when a parent has received some help from a private source, that hasn't received the fulfilling of a need, hasn't received support, and hasn't been met when he went to the State school available to him. He's been left feeling uncertain of the future, dissatisfied with what he found there, he didn't receive the help he needed, and so she feels, I must do this myself, and she gets busy and goes home and teaches the child. But I think that if when he went to the nearest school he found all of the understanding, lots of support, lots of help, then I think the parent would be more inclined to be relaxed and not work so hard at it. This is the case of a little bit of help being a dangerous thing. I think that more help would give them more security.

MISS STONER. I thought I saw someone's hand.

MEMBER. I just wanted to ask if there is anything that you folks do in the preschool level with the parents to prepare them for the child when he grows older so that they will maintain their enthusiasm and have enough energy left when the child is older, maybe in his teens, and begins to meet some of these serious problems of life. Is there any suggestion you give the parents so that they will follow through with this vital interest that they have at the preschool level?

MISS STONER. That's a very good question. Which of our panel members would like to tackle this first?

MISS WOODWARD. From what we heard yesterday, I would say the Mary E. Bennett School has the answer to that question. They evidently have a parent program that does carry through at the school level. I don't think you can jump from the preschool to the teenage level. I think the parents have to more or less grow with their children in their understanding. You can't tell a parent of a preschool child the answers to the problems that he's going to meet when that child is a teenager, but as the child grows older, he begins to see the problems himself, and with continued guidance, I think he grows with the child. I don't think the parent of any preschool child is fit to tackle teenage problems. The parent of any hearing child grows up with the child. By the time the child is 16, the parent is 16 years older than he or she was when the child was born and more ready to tackle that more adult problem. Young people in age should bring up young children, and as they grow older, they are more ready to guide older children.

MEMBER. I would like to ask Mrs. Keene a question. How many hours each day did you and your husband spend with Laurie before she went to school?

MRS. KEENE. Well, I live with her. I think that's spending time with her.



MEMBER. I realize that, but how much time have you taken in teaching her? You and your husband? Does your husband do anything else besides help you teach your youngster?

Mrs. KEENE. He told me to put in a plug for the advertising agency he works for. I think our teaching isn't the formal, let's sit down and learn something type of teaching. We try to talk to her all the time, and try to make her problem one that is understood by the people who are with her. We probably spend more time teaching the neighbor children and teaching the grandparents not to gesture to her. We feel that making her surroundings understand Laurie is very important to her.

I think that when Laurie was very small we probably spent 15 minutes a day with her at first, and then it grew to 20 minutes a day, and then I was actually preparing lessons and working with her 2 and 3 hours a day. She thought it was fun, and she started at the preschool hearing center when she was 17 months old. So she's had professional teaching since then.

MEMBER. Thank you.

MISS STONER. I think I had a question over here. Didn't someone over here have a question? All right, do you have yours?

MEMBER. I was thinking about the way we work with normal children, I mean hearing children, and we're so concerned over the research findings that say they're not ready to read until they're 6, that they don't have the coordination for printing or coloring, and yet with our deaf children we disregard all research findings and start them out as early as 3 years old. I've seen it, actually reading at 4 and 5. Why do we do that, and are we doing any harm to the children in the long run, getting them started so early?

MISS STONER. Miss Hodson?

MISS HODSON. I can't answer the whole question there. I can say that the preschool children in Mary E. Bennett are not taught to read. They get a great background of experience, they get much lipreading and speech.

MEMBER. We have seen demonstrations at this meeting of children 4 to 6 and they are reading.

MISS STONER. I think you bring up a very good question that we should all examine. I am one who feels it should be delayed and we have no reading as such in our clinic up to the school-age child.

This piece of information from research interested me very much the other day, and it is that the normal child who hears would have an idea of what is found in research on the same basis. The age of maturation, when it is easiest for him to learn to read, is 9 years old.

MISS WOODWARD. I'd like to add that those children were not reading. All those cards had the picture as well as the word. Did you notice? And on the blackboard there was the word and the picture. We expose them to reading, but we don't expect the children to remember. Whether that's right or wrong—

MEMBER. They are still looking at fine print.

MISS STONER. I do want to clarify—I think—I see Miss Woodward's point, that merely by the presentation of print you are not teaching reading. You cannot deny a child a book or a newspaper or to look at street signs. It's in our culture, and the children today who print

within their culture the teacher is not saying, "What does this word say and what does this word say?"

MEMBER. They had to read their names, though, don't forget that.

MISS STONER. I simply wanted to point out the difference in exposure to reading material at the clinic.

MEMBER. You can't get away from the fact that they are reading when they begin to underline letters.

MISS STONER. Well, let's let somebody else argue it. Mrs. Stahlem?

MRS. STAHLEM. For a good many years we followed the formalized type of teaching our preschools at Mary E. Bennett, and they were subjected to a more or less formalized reading program, I believe you would call it; and then we have felt we weren't doing the right thing, as this lady pointed out, that we weren't requiring it of hearing children, so, therefore, why would we require it of our little deaf children? So we made a right-about-face. Maybe we're right and maybe we're not, I don't know, but we feel that we are doing the right thing now; and I can tell you this: That our upper-grade teachers have felt for a long time that we have been creating our own reading problems in our upper-grade children by subjecting them to more or less formalized reading programs when they were younger.

Now, as I say, we can't prove it yet, but we hope to prove it in several years. Now, I think that for the last 4 years we have not taught reading below the age of 6. Possibly in 2 or 3 more years I can give you the answer to our little experiment, but we have a hunch—we feel that we are on the right road now. I hope that we are.

MISS STONER. Thank you, Mrs. Stahlem. I would like to say that one of the hard things to decide in education, particularly in educational research, is how do you know when a child is ready for any one of these. When we find that out we'll be a lot better off.

MRS. MACDONALD. Do you have any difficulty in making parents understand that they have a deaf child? I mean in this way: That—I've had—it took me a year or two to realize that some people still don't realize that the child is deaf, in that they feel that eventually that child will become a normal child—that they know we teach them to speak and lip read—and it didn't dawn on me for some time that there are some parents that still have that in the back of their minds—that the child can be made into a normal child by a trained teacher of the deaf, auditory training, and all the other things; and I have now felt that I have to be very honest with them right from the first with regard to that.

MISS STONER. Correct me if I'm wrong, but your question was, as I get it, do we have difficulty in getting parents to understand that their children will not be normal? I would say that is one of our greatest problems. I know that when a parent comes to the clinic we say, your child can learn to lipread, he can learn to speak, but not as you or I, because they can't hear. And so we have to keep telling them that.

One mother said to me that they had once told her they would prefer not to be told that when they first brought the child to the clinic. And I said, well how can you get this across about children of varying ages and grade levels? She said, that won't do it, you'll have to bring in deaf adults because if you bring in children, they'll say, "Oh, well they're in school, their speech will get better every year and by the time they've grown they'll be normal."

It's one very real thing that it's hard for them to see. I'd like to mention one other thing that is hard for them to see in relation with this question in terms of teachers. Sometimes, if we have them long enough, we like to practice language on the children, show them how it's done and the parents' part in it. I think that if they once can see that, they come to realize that it's a year-in, year-out process and not something that can be learned at preschool.

Another idea parents have which is wrong is that they work real hard for a year or two and think the job is over, but the job isn't done, it goes on and on and on.

Mrs. KEENE. I have tried so hard to be a parent and not be a teacher. I just wonder how far a parent can go in really trying to help a child with his speech? I've been told that I shouldn't try to correct her speech, that I don't know how, but I wonder if parents that are interested and want to better their child's speech couldn't have some kind of course where they could know some of the basic measures of helping their child with speech at home, without conflicting with teachers and getting into a lot of hot water over a field they're not supposed to be in. Would it be feasible at all to offer a summer course for parents in training centers for teachers of the deaf? And interested parents could at least have the know-how to go ahead on their own without feeling that they were going in over their heads.

Miss STONER. That's a very well-put question, who would like to bite into that one? (Member from floor indicates she would.) Would you tell us your name, please?

MEMBER. I am Minnie Davis from the Spokane School for the Deaf. And first of all I want to say that I owe a great deal of thanks to the John Tracy Clinic as most of my parents have taken that course when their little children enroll in school. I feel that any speech is better than no speech at all, and so constantly I have encouraged our parents to teach the children to talk. And we have programs by which the parents come to school about every other week to consult with us teachers about what the child is learning. Each day, as the child learns to say a new word or to lipread something different, a little tiny slip of paper is stuck into the child's pocket with that on it and the parents who cooperate with us best incorporate that at once into the child's vocabulary at home.

When Mrs. Keene was asked how much time she devoted to her child, I thought of some of our parents. When they are making a cake, the child is being taught the names of the ingredients of that cake. When they are setting the table, the child is learning the names of all these things that are placed on the table. When they are eating, the child is learning the names of all the foods, to speech read, to ask for things, and to try to say them. Then when the parents come to school, they say, "Well, I'm having difficulty in getting my child to say certain words. Could you help me with those words?" We have found it's very beneficial. And some of our little ones who are profoundly deaf just carry on a very good conversation in amazingly new language although their speech isn't too good always, at least they are attempting it, and we feel they come out all right. So, I think that Mrs. Keene had better say, "I have devoted 24 hours a day to my job."

Miss STONER. Thank you. I think your reference is to encouragement of the—

Miss DAVIS. Yes.

Miss STONER. Speech. I believe Mrs. Keene had more in mind than the specific teaching of speech to the deaf, as teachers here are trained to do. Thank you for finishing that up so nicely for us.

Let's get a comment on the second part of it, if we may. In other words, you train specialists to become teachers of speech for deaf children, and what place is the parents' part in it? [No response.] Well, I'll take a crack at it, then.

I think very definitely it is one of the most difficult of skills, and you as teachers of the deaf are people who are trained to do that, and we do not ask the parents to try it. Now that doesn't exclude the parent, as the desire for speech falls upon the parent. Along that same line, we say to parents, "You may encourage speech from your child at any time and get the child to imitate." I think, frankly, that parents are leery of speech. They don't quite understand. Now I say that the teacher is the one who is trained for the specific speech work, and if you're going to teach, for instance say the word, if you want to teach "daddy," you have to teach the child to say "da-da," "nya-nya." At first the child doesn't come close to saying that. The teacher may work a long time at it until the child is finally able to imitate from the teacher. And finally the child can remember, whenever the teacher reminds him to say "da-da," "nya-nya," but he still needs the teacher there to help him, because "nya-nya" is a long established bad habit in speech. The child has been saying it for a long time. The teacher has been able to teach the child the correct way to it, only he forgets.

Now if the teacher, having once taught that, and the child can concentrate and say it correctly, she can say to the parents, "Your child can now say 'daddy.' If he forgets—and he will forget—you must expect that he will forget to say it correctly. So you might say 'daddy,' like that, and remind him to say it so that he will have practice in learning it."

Now I think that's as big if not a bigger job, than what the teachers struggle with. I really don't advise parents to go out and try to take a course in speech. You might as well get somebody who knows how to do it and has had some practice teaching.

I do think, Mrs. Keene, that as teachers, we can give you more knowledge of what speech is made up of, since we have a better understanding and more close contact with the child. Does that help you out?

Mrs. KEENE. Yes.

Miss STONER. Does anybody else have a comment on speech?

MEMBER. I think Mrs. Keene should have a teacher's certificate.

Miss STONER. I think Miss Woodward indicated that. I certainly say that I've learned from parents. It's a sad world if you can't learn things from it. Anything else? [No response.]

I thank you one and all. At this time we shall declare the meeting closed. [Applause.]

(Meeting adjourned at 4 p. m.)

#### PROCEEDINGS OF THURSDAY EVENING SESSION

(President Dr. Daniel T. Cloud presiding.)

Dr. CLOUD. Good evening, everyone. I believe that we can start with our evening program at this time and I believe that I can promise you a very interesting session. Our first speaker has a very

interesting subject. I know that some of you have been assisting in this study but not many of us know very much about the background, why the study is being made, under whose supervision and so on and so forth. Our speaker this evening is one of the gentlemen who has been very active in this work and who is well equipped to tell us just what is going on in this connection.

I am happy to present at this time Dr. Walter Snyder, superintendent of city schools at Salem, Oreg. Dr. Snyder, please. [Applause.]

#### THE NATIONAL STUDY OF COMPETENCY OF TEACHERS OF EXCEPTIONAL CHILDREN

(Dr. WALTER SNYDER, superintendent of city schools, Salem, Oreg.)

Dr. SNYDER. Thank you, Dr. Cloud. It is a pleasure to be with you this evening. It would be presumptuous, I am sure, for an Oregonian to welcome you to the State of Washington, and particularly at the close of your session. I do, however, think that I should tell you that it wasn't so very long ago that the State of Washington was a part of the Oregon Territory. We gave it back to the Indians after selecting Crater Lake, Mt. Hood, part of the Columbia Gorge, things that you saw yesterday on your trip.

I am sure that you have enjoyed your meeting here. We tried to give you good weather and apparently succeeded. I am sure that the matters that you have discussed have had great moment and importance to the children with whom you work.

I have been asked to talk with you briefly about the national study of the competency of teachers working with handicapped children. I will give you a little of the background and then Dr. Brill, who will succeed me, will pick up at that point and give you more specific details.

This study was inaugurated in 1951 and grew out of a desire on the part of teacher-training institutions, personnel in the United States Office of Education, and other interested parties, in finding out what could be done about two things; first, to increase the supply of teachers for exceptional children, and, secondly, to increase the level of competency or performance of those of us who are engaged in special education work. The United States Office of Education, under the leadership of Dr. Romaine Mackie, whom many of you know, felt that in order to make the study they would need money. They cast about and they found that an organization called the Association for the Aid of Crippled Children, of which Dr. Leonard Mayo is director and Mrs. Alice Fitzgerald is associate director, was sufficiently interested in this project that it would finance the study with a grant of \$25,000. Dr. Mackie, representing the United States Office of Education, was to head up the study.

Their first project was to attempt to define the scope of the study and to attempt to set some purposes. These were the things that they felt were needed in an evaluation of a problem of this type.

First, they thought that State departments of education and local school systems need help in developing and revising standards for teachers of exceptional children.

Second, they felt that colleges and universities needed help in developing and revising curriculums for teachers of exceptional children.



Third, they thought that it was necessary to indicate a better understanding of the distinctive competencies needed by educational personnel working with exceptional children, possibilities for increased service to exceptional children in regular classes as well as in special schools and classes.

Fourth, they felt that such a study could serve as a basis for a better understanding of the needs of exceptional children by the general public.

Fifth, they felt that such a study could assist prospective teachers in deciding whether or not they wish to become teachers of exceptional children and in planning their professional preparation.

Sixth, they felt that such a study could assist in the clarification of controversial issues and thus help to form a basis for better cooperation among professional personnel concerned with exceptional children.

Seventh, they felt that they could serve to identify problems for further study by both public and private agencies as well as by individuals.

The first step that was taken after this preliminary evaluation was to set up a study group in the United States Office of Education. As I said, Dr. Mackie was in charge of the program and she felt that she needed professional guidance from the staff of the United States Office.

And so Dr. Jones, Dr. Armstrong, Dr. Beach, Dr. Bess Goodykoontz, and Dr. Arthur Hill were selected to be advisers to Dr. Mackie in this study.

The next step participated in by this first committee was to select a guiding committee or an advisory committee to put the study into effect, that is, to get the study underway. The following persons were chosen on this committee: Miss Gwen Retherford, who is the director, education of exceptional children, Kentucky; Dr. William Cruickshank, professor of education at Syracuse University; Francis Doyle, chief of the bureau of special education, California State Department of Education; Dr. Samuel Kirk, professor of education at the University of Illinois; Mrs. Hazel McIntire, director, division of special education for the Ohio State Department of Education; and Dr. John Tenny, general adviser, special education, at Wayne University.

This became then the committee which guided the study on its initial phases and which will accept the final responsibility for the report when it is prepared. Their first function was to identify the problems which were to be studied and to set the design for the study. In addition to the advisory committee, certain specialists in various areas were selected to serve as consultants. I won't bother to give you their names but many of them are known to you as well as to all of us in special education.

The first committee meeting of the advisory committee was held at Wayne University in 1952. The purpose of the first meeting was to define the problem and to suggest procedures. They wanted to determine what groups of exceptional children were to be included in the study, determine what competencies were needed by special teachers in each of these areas, to determine whether there was a need for information which States and local school systems could use in developing standards for the certification of personnel, to decide whether or not colleges and universities might use the results of this study in planning their curriculums for teachers of exceptional children, and to

see whether there were ways in which the teacher in the regular classroom could use the results of this kind of a study.

It was decided by the committee that careful research was needed in a great many of these areas. It was, therefore, decided that three—four steps were needed to be taken in making the study.

First, they would need to examine the standards of State and local school systems for teachers of exceptional children and to get together opinion data concerning their strengths and weaknesses of these standards.

Second, they would need to review the curriculums of teacher-education institutions who are preparing teachers of exceptional children and to get opinion data concerning the strengths and weaknesses of those programs.

Third, they would need to evolve a statement of competencies needed by teachers in each of the special areas.

And, fourth, they would need to develop suggestions which might be of use to State and local communities in setting standards for special education personnel.

And so they decided at this first meeting that they would proceed along the following lines: They would collect data from various States regarding the standards, both State and local, of certification procedures and make an analysis of that certification data. Furthermore, they would study curriculums in teacher-training institutions by an analysis of the catalogs of these various institutions in order to develop inquiry forms which would be used throughout the study.

Their second step would be to secure opinion data by means of an inquiry form from directors, supervisors, and consultants of special education in State departments of education on: (1) Competencies needed by teachers of exceptional children; (2) standards of State and local school systems for teachers of exceptional children; (3) curriculums in colleges and universities preparing teachers of exceptional children.

And then by means of a second inquiry form they would attempt to repeat the same kind of procedure for local school systems and by a similar procedure they would investigate the opinions of teachers' college personnel along the same lines.

These inquiry forms were prepared and sent out to the various parties concerned. As I say, there were 3 of them; 1 to State department personnel, 1 which went to local personnel, and 1 which went to college people.

The interesting thing, up to this time they had made no attempt—well, perhaps I should give you one more point before I leave that. One more step was taken. They found that in order to examine the competencies of teachers and in order to inquire into those competencies which it was felt was needed by teachers of exceptional children that certain subcommittees would need to be set up. These subcommittees would work in specialized areas. And so they set up a subcommittee to examine the competencies needed by teachers of the blind. Another subcommittee was to examine the competencies needed by teachers of crippled children, a third for teachers of children with speech defects, and another for children with hearing problems. In other words, they set up 10 committees in these various areas of specialty whose responsibility it was to collect data as to the compe-

tencies which it generally was agreed were needed by teachers of each of these areas.

These 10 committees varied in size. Some of them were quite large; 15, 20 people. Others were rather limited in number with only 4 or 5 people. And the committee chairmen were selected and put to work. They represented the entire United States. For instance, one of the committees in which I happened to have a direct responsibility was charged with the responsibility of listing the competencies needed by State personnel in the field of special education. The problem that I was faced with was that 2 of my committee members were on the east coast, a number were in the Middle West, myself and 1 other on the west coast. It was difficult to get together and plan a program with people representing such a wide area. The same problem was faced by all the committee members in each of the special committees.

And so last spring, finding that the work had sort of bogged down for a moment, Dr. Mackie called a meeting of all 10 of the subcommittees, together with the advisory committee. They met in Washington, D. C. Meetings started on a Friday evening and worked through all day Saturday, all day Sunday, and all day Monday. Out of that meeting we got our ideas together and began to make some progress. Each of these subcommittees then took the materials which they had developed at this general meeting and returned to their homes and attempted to get something down in black and white, illustrating what the committees would eventually have as an outcome.

It is our understanding that this material will be combined into a volume to be published by the society in New York, probably as a joint publication of that society and the United States Office of Education.

Just 1 or 2 other general comments regarding the work of these competency committees. I think that probably the same problem which faced the committee with which I was associated faced other committees that worked in the workshop at Washington, D. C. The fact that we were attempting to set up competencies over and above those that are possessed by the teacher of the so-called normal child to do so meant that we had to go far beyond the ordinary attempt to list competencies and many of the things which we listed seemed redundant. Occasionally we were accused of saying: "Well, you want a teacher who loves children. Shouldn't all teachers love children?" Do we, as workers with handicapped children, have to love children more than does the teacher of the so-called normal child? Those are the questions that we wrestled with long and at considerable length.

A second problem that we were faced with was that we had been instructed to think in terms of a long time ahead. We were told that the results of this study might influence the education of exceptional children for the next 50 years. In that case we were charged with the responsibility of being almost utopian in our efforts, to set up the ideal and hope that we could set that as a goal in our teacher-training programs toward which we would eventually arrive.

I think that probably no group with which I have been associated has worked harder, has been more sincere in its efforts, and I think that undoubtedly the results of this study will be of great value in the field of exceptional children.

You may wonder to what use the results will be put. I think that one of the things that we hope will come from this study is a better means and a sounder procedure for the certification of teachers of exceptional children. The variation from State to State in certification requirements is astounding. I happened at one time to have been associated with a State office of education and I was in the certification division. I know the tremendous variety and the tremendous differences that existed from State to State in all certification requirements, including the certification of exceptional children.

A second problem is that of the teacher-training institution which is attempting to train teachers of exceptional children. The variety of programs, the lack of coordination of programs, the differentiation and the compartmentalization that goes on in colleges and universities that create blocks to a well rounded and a unified program of training for special education workers is a major problem, a major consideration. I am sure that it is the hope of the guidance committee or the consultant committee that out of this study will come tremendous improvements that will make it possible, not only to increase the supply of teachers in these fields, but to improve the quality of these new teachers as they come through our teacher-training program.

With that as a background, I think that I shall stop. It is entirely possible that there might be questions and if there is time I shall be happy to answer them. That is the general history of the development of this program. [Applause.]

Dr. INGLE. Are there any questions that anyone would like to ask Dr. Snyder?

(No response.)

Dr. INGLE. If there are not, I would like to present to you one of our fellow workers who is also a member of the committee and he is representing our area, the area of the deaf, on that committee. It is with much pleasure that I present to you now the superintendent of the California School for the Deaf at Riverside, Dr. Richard Brill. [Applause.]

#### THE NATIONAL STUDY OF COMPETENCY OF TEACHERS OF EXCEPTIONAL CHILDREN

(Dr. RICHARD BRILL, superintendent, California School for the Deaf, Riverside, Calif.)

Dr. BRILL. Dr. Ingle, Dr. Snyder, I was fortunate enough, or unfortunate enough, I haven't decided yet, to be selected as one member of the subcommittee to attempt to determine the competencies expected of teachers of the deaf. The following is the way in which the United States Office of Education explained or defined the function of this competency committee:

The committee is to study the distinctive competencies required by teachers in each of the 10 specialized areas. It is the function of these committees to formulate written statements describing the distinctive competencies required by teachers in each of the areas of exceptional children. The special area committees are composed of 5 to 10 members nominated by the national committee on the basis of the following criteria: teaching experience, that is in the specialized area with the particular type of child with which the competency committee is concerned; supervisory experience in the field; college teaching, again

within the field however of the specialized area which usually meant college teaching in the preparation of teachers for that area. All of these things relate to the field of specialization.

As Dr. Snyder said, the instructions given to the committees were that it was not necessary to define the basic qualifications and competencies needed by all teachers but particularly the specialized competencies which teachers in each specialized area should have. We are trying to answer such questions as: Are there any distinctive qualifications required by teachers in our particular area of special education over and above those required of the classroom teacher? What specialized skills are needed by a teacher in this area? What must a teacher in our area of the education of the deaf know about related fields? What experiences are needed to develop the knowledges and skills listed above?

I am sure that you are interested in knowing whom the other members of the committee are. There are actually 10 members of the committee and 9 of these members of this committee met in Washington in March that Dr. Snyder referred to. The chairman of the committee is Dr. Silverman, director of the Central Institute for the Deaf in St. Louis; Mrs. Serena Davis, principal of the Willis and Martin Day School of Philadelphia; Miss Harriet McLaughlin is a member, but as she is in Turkey, substituting for her was Miss Margaret Walsh, assistant principal of P. S. 47 in New York; Dr. Clarence D. O'Connor, superintendent of the Lexington School; Thomas H. Poulos, principal of the Michigan School for the Deaf; Hugo Schunhoff, principal of the Kendall School; Miss Marguerite Stoner of the John Tracy Clinic; Miss Alice Streng, Milwaukee State Teachers' College; and the one member of the committee who was unable to be at the meeting was Mrs. Rachel Dawes Davies, of Kent State University, and I also am a member.

That is rather a diversified group, particularly when we sit down in a small room for 3 days and try and determine what the competencies are for teachers of the deaf. It took us at least a day and a half, closer to 2 days, to try and decide what form we would put these competencies in. The reason that it took so long was that we started out and then we would get involved and we would start over again, and what this resulted in up to the present time was to—up to the time that we left Washington—first of all in evolving a form to be used in putting down these competencies; secondly, we actually did discuss and put down competencies for seven areas. In addition to that we listed seven more areas that we believed competencies should be determined for and each member of the committee worked on those after returning home.

I would like to make clear here that perhaps the major difference between this study and some other studies that have been done in the area of the preparation of the teacher for the deaf, for example, is that in nearly every other study that has been done an attempt has been made perhaps to list courses. I am guilty of that myself. We listed courses that a teacher of the deaf should have and suggested perhaps the hours of credit that should be given for each course and in a relatively short paragraph, the length of which goes in a college catalog under the name of a course, it explains what should be in it.

That is not the point of what this study is. In listing competencies the idea is to get down to details and list right down just exactly the



knowledge that a teacher should have in every and any field to be considered. Should a teacher know how to do pure tone testing as part of the assessment of a child? How much should a teacher be able to interpret an audiogram as part of the assessment of a child? Should a teacher be able to administer certain psychological tests? Should a teacher be able to utilize the information that is gathered from tests? In the teaching of language should a teacher know certain specific systems of teaching language, and if so which ones and how much in each ones? In other words, it is getting down definitely to specifics, specific competencies; what a teacher should know if he is to be a qualified teacher of the deaf.

The seven areas that we put down competencies for there in Washington were, first of all—perhaps there were eight. First there was the general area of the assessment of the child which would include various kinds of testing; and then communication skills as a broad area, but under this communication skills we then had seven groups. We started really down at the beginning of sound dealing with the stimulus and the nature of sound; second, the biological information about hearing; third, the psychological aspects of hearing or perception; fourth, speech; fifth, auditory training; sixth, lipreading; seventh, language.

I would like to emphasize that in Washington and in the work that we did at home we did this in an outline form but that the final result is to be in a paragraph form type of report.

The areas that we took home with us to do included the broad area of curricula adaptations and within that the subareas of reading, arithmetic, social studies, and science.

Another broad area was that of psychology and within that were subareas of clinical methods of testing; the educational psychology and group studies; professional literature.

A 10th general area was that of present-day issues in the education of the deaf. Included in that—at least part of the items that I included under that—were the factors of various types of schools, the difference between sign language and manual finger spelling and the uses and limitations of each; the fact that oral methods and combined methods are actually various methods of communication rather than various methods of education.

Another broad area was that of the history of the education of the deaf. A 12th was organization and administration of the education of the deaf. These are all general headings that have very detailed competencies in that there is put down that which a teacher of the deaf should know about. Thirteenth is the social adjustment of the deaf. Fourteenth is the parent or home-school relationship of the deaf.

One word about the procedure which we expect to follow and then perhaps a little philosophizing, or there may be another word for it. We expect that Dr. Silverman has the unhappy job of taking the outline that we formulated in Washington, plus the outlines from the other eight members of the committee covering the other areas, and translating these into the continual language form. This report then should be returned to each member of the committee for his approval and it will then probably take some chipping and hewing here and there to get it into a final form to represent the report of the committee.

I think that I would be very much less than fair with you if I did not tell you that as we all know there has been a historical cleavage in this profession and this cleavage was somewhat apparent in this committee, particularly in one very important point and the line of demarcation, of course, was represented by the 3 members of the committee who represent schools that employ deaf teachers of the deaf as against the other 6 members of the committee who are connected with schools which do not employ deaf teachers of the deaf.

It was—I think that I am speaking fairly but there are other members of the committee present and if I am not I will be corrected—the point, I believe, of the members representing the schools that do not employ deaf teachers of the deaf that in putting out what the competencies of a teacher of the deaf must be, they must include the competencies to be able to teach speech to all deaf children. That, of course, includes many of these subheadings of the communications skills, not only the teaching of speech, the teaching of lipreading, but particularly in that area.

It was the point of some of the others of us that a teacher of the deaf could be a very competent teacher of the deaf and still not necessarily have to teach speech to deaf children, that a teacher of the deaf might have as his full job teaching social studies in a departmental system in a school, or his full classroom job, that of teaching arithmetic, algebra, general science, and not necessarily have to teach speech to a deaf child.

Now, you see, Dr. Snyder said that the effect of this report will be widespread. It will be accepted for years to come by State departments of education in determining what certification should be for teachers in the State. It will be accepted by colleges and universities in determining how they should do their courses of study to prepare teachers in the various fields of special education. If this then may become the Bible and it comes out with the unchallenged statement that here are the competencies and every prospective teacher in this area should have every one of these competencies, it would rule out each deaf teacher of the deaf.

It was the expressed feeling of Dr. Silverman that the committee report should go in with all of this in it as it is with a statement in it to the effect that there was a difference of opinion in the committee and that certain members of the committee felt otherwise. As I said earlier, the report is at the state where Dr. Silverman either is writing it up or will write it up on his return from Europe and we will then have the opportunity to review it.

I know that I have tried to give you a fair summation of our activity at the present time. I would also be glad to try and answer any questions that anyone may have. [Applause.]

Dr. CLOUD. Thank you, Dr. Brill. Are there any questions that any of you may have?

(No response.)

Dr. CLOUD. If not, we will proceed with the matters on this night's agenda. I wonder if Mr. and Mrs. Epperson are present? I see Mr. Epperson. Is Mrs. Epperson present? Will you please come forward, both of you, to the platform?

(Mr. and Mrs. Epperson came forward.)

Dr. CLOUD. In the event that you do not know who this couple is, may I present our host and hostess for this convention, and in doing

so I am going to ask Mr. Hester to come forward to express our appreciation to Superintendent and Mrs. Epperson for this very delightful week that we have had here at Vancouver.

(Mr. Hester came forward.)

Mr. HESTER. Dr. Cloud, Mr. and Mrs. Epperson, as we prepare to go to our respective homes it becomes desirable at this time that we express to our hosts our deep and sincere appreciation for the very wonderful time that we have had here and for the very many long hours of work that I am sure they have put in in preparing for us. In expressing to them our appreciation we also express our appreciation to the many fine members of the staff who have joined with them in preparing for us what has been for us an outstanding convention. The warm hospitality, the many little personal touches, which have been so in evidence, just didn't happen by themselves. I am sure that there has been a great deal of thought and effort on the part of all of our people, and particularly the superintendent and his wife in preparing for us.

I have here a token of our appreciation. It is an expression of our admiration and our love for you folks who have put yourselves to so much trouble to entertain us so very well. We want to thank you so very much.

[Applause as gift was given to Mr. and Mrs. Epperson.]

Mrs. EPPERSON. I was going to let Mr. Epperson do this but I think that I can do my own talking. I have done so much of it during the last few days that I am sure I can say a few more words. You have been just wonderful guests. We've just loved having you. If it were not being selfish I would say that we would love to have you back again and we would probably do a better job.

It has been just wonderful. I was a little worried when Mr. Hester came up here. He took notes all day yesterday. [Laughter, applause.]

I am so glad that you came and we wish to thank you so much. We enjoyed so much having you. [Applause.]

Mr. EPPERSON. Dr. Cloud, Mr. Hester and friends, I just want to say again that it has been a real privilege to have you here. It hasn't been a responsibility in the sense of a burden, I assure you. It has been an honor to have had you here as a convention and it has been a very fine thing to meet you as friends and people in this profession. As I said before, I am fairly certain that we won't have you back in 10 years but this is an occasion that we will never forget and I hope that it will be a bright spot in your convention attendance from now on. Thank you very much. [Applause.]

Dr. CLOUD. Our next speaker is a gentleman whom I have known for several years, first in the Middle West where he had established himself at the University of Iowa as a leader in child development and in psychology. It was my pleasure at one time to have had him come to the school with which I was then associated and participate in the mothers' institute that was being held at that time. I can assure you of that help and information he gave to the mothers who were in attendance and to the staff who attended his meeting. All of us were benefited by his knowledge and wealth of information.

He has recently left the Midwest and has established himself now in this great State where he continues to carry on this work and where he has achieved a reputation of being one of America's fore-

most authorities in the field of child psychology. It is a great pleasure for me to present to you at this time Dr. C. R. Strother, professor of psychology and clinical psychology and medicine at the University of Washington. Dr. Strother.

#### CHILD DEVELOPMENT

(Dr. C. R. STROTHER, professor, psychology and clinical psychology and medicine, University of Washington, Seattle, Wash.)

Dr. STROTHER. When I was a freshman at college I took a course in public speaking. I put a great deal of work into my maiden effort and listened with great interest, as well as with great apprehension, to what my instructor might say after I had sweated my way through that ordeal. His comment was: "You've picked a rather interesting topic. The material that you've collected was quite adequate. The speech was reasonably well organized but your gestures were terrible." This is the first time since then that I have ever given a speech where I didn't need to worry about whether my gestures would be sufficiently explicit. I have not only one but a whole array of gentlemen who are going to do my gesturing for me.

I became interested in your field at the University of Iowa, particularly at first in the diagnostic aspects of the problems of the deaf with Dr. Leirle and Dr. Scott Reger at the university hospitals. The trip that Dr. Cloud has mentioned to the Illinois school was my first opportunity to observe the work of a school for the deaf. His hospitality and that of Mr. Stelle's, who was also there at that time, gave me a very excellent opportunity to learn about and to become interested in a number of these problems. That was one of my reasons for coming tonight.

The other was that I was intrigued by the topic that you had chosen for this convention, "Toward a New Understanding of the Deaf Child." I have been to quite a number of meetings where I have heard many discussions and some very heated debates on language training of the deaf, speech training, training in reading, vocational information and training and other aspects of the curricula and I notice that all of these topics have been dealt with for the present meeting.

What I wish to discuss tonight is not just these topics but the child. I would like to try and bring to you some of what to me seems to be the most important recent developments and emphases in child training, developments which, it seems to me, have very important implications, most particularly for the work done in residential schools, developments which seem to me to require a new point of view, a new method of staff organization, new stresses in supervision of the teaching and house staffs of such institutions.

Partly as a result of the influence of the movement in psychology with which you associated the name of John Watson 20 years ago or 30 years ago it was common to adopt the position that the child at birth was an organism that could be molded almost any way if we could only find the right methods for the training of the child. But what we needed to concern ourselves with was not so much the child as it was with our methods of instructions, and Watson even said:

Give me any physically normal child and I can make out of him what I wish if you give me control over the methods of his training.

Now to some extent this attitude seems to me to be due in part possibly to our mass-production philosophy, partly to the mechanization of our culture, to the notion that people are, after all, just rather complex machines made up of parts which we can easily analyze, which we can repair and replace if necessary, and that our approach to them should be the same kind of an approach that we make to a machine. We need to understand the parts of a machine; we need to understand the process of lubrication, ignition, power transmission, and so on. Consequently, if we understand these things, then we have control over the machine and we can dictate what it does or does not do.

Now this point of view has led to a great deal of stress on what we might call specific aspects of child development. In the school it has led to emphasis on topics like language, like speech, like reading, and we have concerned ourselves with better ways of teaching reading, better ways of developing speech, our interest has been largely methodological with some emphasis also on adapting the content more naturally to the level of maturation and the level of learning of the child.

This has led us in large part to lose sight of the child as an individual. You think that I am going to talk about the education of the whole child. Education, I think, did wake up to the fact that people were not like machines somewhat earlier than other fields, other professional fields, having to do with individuals.

Let me introduce what I want to say about what seems to me to be a major development in the understanding of children by the reference to the change that has come about in the field of medicine. You are very well aware that in the beginning, 25 or 30 years ago, the general practitioner gradually came to be replaced to a greater and greater extent by the specialist. Fewer of the boys going into medical school were interested in going into general practice. They wanted to go into gynecology, or pediatrics, or otolaryngology, or some other special field. The specialist set up separate practices and the patient having a variety of complaints was sent from one office to another; here to get his ears taken care of, there to get his gastrointestinal system put back in order and to some other specialist for some other purpose.

In other words, medicine was dealing with the individual as if he were simply an assortment of parts, that all you had to do was to take care of his stomach, take care of his ears, or take care of some other organ or system of the body and that was the extent of your responsibility just as educators of a somewhat earlier period were saying that what we need to do is to teach better methods of reading, or better methods of teaching spelling, better methods of teaching arithmetic, and we need to concern ourselves not with the patient or with the child coming to us but simply with the area of functioning of that individual, whether it be physical or educational, on which we chose to focus our attention at the moment.

I am sure that you are aware that a very great change has come about in medicine in this respect in the last 8 or 10 years; that there is increasing recognition that the way in which the stomach functions is very closely related to the personality of the individual in whom that stomach is situated; that we can't treat ulcers without taking into consideration the personality characteristics of the individual who exhibits that ulcer; and this is the development that we call psy-



chomatic medicine, which is resulting in a trend back toward, if not less specialization, at least group practice, in which specialists are brought back together to think together about the general problem of this individual.

The same thing is happening in education, and the theme that I want to discuss tonight is simply this—that the emotional needs, the emotional relationships, of the child to individuals in his immediate environment, his emotional reactions to people, to things, to situations, are fundamental to his development, and unless we can understand the course of the emotional development in the individual, and unless we are prepared not only to understand but to do something about the emotional adjustment of the child, many of our efforts will be futile; just as it is futile with many patients for the surgeon to take out the ulcer. The ulcer may be removed but it very shortly comes back again because the personality characteristics that have produced that condition in the first place have not been altered by this particular form of treatment.

In discussing the ways in which stress on the emotional development of a child has come to be recognized, in the time that I have I can mention only some of the more important steps, the more important lines of evidence. But we know from a great deal of work that has been done with babies, with very young babies, that whether the child was able to take nourishment, whether he was able to profit from his food, whether he even wants to live, may be very importantly the function of the kind of emotional relationship he develops with his mother in the first weeks and months of life. We know that babies that don't get affectionate handling are very frequently babies that don't do at all well in their physical development. Some of them even may die, not because of the lack of any physical care but because of the lack of the affectionate relationship with a person, which is important even before the child becomes conscious. I mean becomes aware of his social environment that he is in.

Let me give just one illustration of this. Some time ago I was associated with a department of pediatrics. A child was brought in, a 6-months-old baby suffering from severe malnutrition, placed in the hospital and after a few days began to gain weight and got back up to its normal weight and was discharged to its family.

Some 3 weeks or a month later this child came back into the hospital with severe malnutrition, so severe that if the child had not been hospitalized there was some risk that the child might not live. Again after a day or so in the hospital the child began to take nourishment, to take on weight, and was discharged home again.

A third time it came back with malnutrition and this time it was considered unsafe to return the child to its parents and so the child was placed with a foster family. After the first day in the foster family the child began to take nourishment and soon began to take on weight again. Now what was wrong with the relationship between the child and its mother? This was a college-educated family, the father was a professional man, they had an older child who was perfectly normal in his physical development and above average intellectually. What was wrong with this child?

As it ultimately developed, the thing that was wrong was the mother's feeling about the child. She had wanted it badly. The first child was a boy, very well behaved, companionable, easy to raise, and

she wanted a companion for herself, and so she became pregnant again, and through the 9 months of her pregnancy built up the picture of the child that she wanted. This child was to be a very petite little girl with nice curly hair, delicate features, a quiet manner, someone very much like herself who could give her some companionship. Her pregnancy was a difficult period, and the delivery of the child was quite exhausting to her, and when it was brought in for its first feeding the nurse plumped into her arms an 8½ pound boy, so active that she could hardly hold him; thrashing, kicking, and crying at the top of his voice, which at her state of fatigue was disturbing and difficult.

Although she was a conscientious mother, although consciously she felt toward this child as she felt toward the other child, something of her disappointment, something of her rejection, something toward the hostility of the heaviness of the burden that had been placed upon her must have reflected itself in the way in which she held the child and offered food to it. The child would take the bottle and then regurgitate everything that it had swallowed, but he didn't do this for the nurse, he didn't do this for the foster mother.

There have been a good many studies now of children who have had to be hospitalized, who have been separated from their mothers in correctional institutions, institutions for the mentally deficient, to demonstrate very clearly that from the beginning the emotional relationship of the child to the parent is a major force, not only of its physical growth, its physical development, but, more importantly, of the kind of social adjustment the child makes. We know very well that a child who is emotionally disturbed may act in every respect like a feeble-minded child; that some of our children find their way into our institutions for the feeble-minded, not by reason of any basic lack of intellectual capacity, but just because of the lack of any sufficient interest in the world, sufficient motivation, because their emotional relationships have not been stimulating enough and satisfying enough to them.

If there were time I could discuss a number of different lines of evidence that have demonstrated the importance of this relationship on up through the years, past infancy and early childhood and middle childhood, even in late childhood. I think that most of us in the field would agree that the major factor determining the kind of social adjustment a child makes is the kind of relationships that that child is able to develop with individuals in its environment, and most particularly with its parents or its parent substitutes.

What does this mean with respect to the schooling of the child, and particularly what does it mean with respect to the institutional care of the child, the care of the child in the residential school? It means bluntly and generally this, that unless that child has satisfying emotional relationships with individuals within the institution the kind of program you have offered him is not going to have very much effect, no matter how adequate it is, no matter how stimulating it is to other children. To this child, who lacks a sufficiently strong and satisfying tie to people, motivation is lacking to such an extent that he won't achieve.

There are particular problems in developing the right kind of emotional relationships for a child in a residential setup. The first problem, of course, is the shock, the trauma, of having been separated from his home, particularly when that is so frequently interpreted by the

child as a rejection, as a sign that his folks want to get rid of him. We know that even children who go into hospitals for tonsillectomy or with other acute conditions interpret the hospitalization as a rejection and react to it emotionally in a way that will affect their physical convalescence as well as being reflected in their later relationship to their parents.

A second aspect of the problem, and one with which I want to concern myself primarily, is the fact that in institutional settings the child's attachments are liable to be too diffuse. The child's relationships, the amount of affection that he has to invest, are spread over too large a number of people. The environment may be full of friends but that is not enough. There must be some one person, or two people, to whom a relationship as close, or almost as close, as the child's relationship to his mother and father is possible. And if that condition is lacking, no matter how sympathetically, no matter how intelligently, you attempt to deal with the problems of the child the basic emotional impoverishment that results from the lack of this relationship may make it difficult or impossible for him to gain. We see many children carefully selected who we know have the capacity for benefiting from our institutional programs who come into the institutions and do not respond. We see many children who benefit from the program of an institution as long as they are able to attach themselves to 1 or 2 people in the institution staff but as soon as those attachments are broken the child begins to go backward.

Let me illustrate by a recent experience which I am sure that Dr. Hamilton will recall. We are both on the advisory board of the State school for children with cerebral palsy, and watching the development of these children who are there for an intensive residential program we became aware somewhat later than we should have that many of the children while showing initial progress were now not showing any improvement and many of them, in fact, were going downhill and some of them showing rather marked emotional maladjustment.

When we examined the factors that might be responsible for that the responsibility fell on the shoulders of one of the teaching staff who really didn't like children, whose attitude toward them was cold, formal, and demanding, who threatened the security of the child, and under that threat the child was not able to adjust himself in the academic or the physical program.

These facts have become sufficiently generally accepted in certain sorts of institutions so that new kinds of institutional programs are being set up, particularly in institutions for the mentally ill, the more progressive of them. There was a time, not very long ago, when with a patient with mental illness it was thought that all that was necessary was to provide a particular sort of treatment for this patient. So he was given shock therapy or given some psychotherapy, interviews with a member of the staff, and it was felt that in some way or another by having a competent therapist do something to the individual his mental illness could be relieved. When the results were not too satisfactory the research people in the field began looking at the characteristics of the general environment and it was often found that the good that the therapist was doing was being undone by the attendant, or the good that was being done by shock therapy

was being undone by the wrong kind of an occupational or a recreational program.

And so in one of the most progressive of the mental hospitals in the country, the Menninger Clinic in Topeka, Kans., attention began to be directed not so much on what was being done by a particular therapist with this individual patient but on the atmosphere and the cooperation of the staff in the institution as a whole. This led to the development of what we call in the psychiatric field environmental therapy, therapy administered through the way in which the environment is integrated to provide the kinds of conditions that this individual happens to need.

And so now, instead of relying upon the doctor who is the therapist for the patient, the entire staff is brought together to reach some common understanding of what the patient's needs are and some common agreement about how that patient is to be dealt with in all of his relationships, to reach some understanding as to what individual is going to be primarily responsible for this coordinated program. Now here, just as with children, it is important for a more intimate relationship to develop with a single individual, too diffuse a relationship is not healthful, but in addition to a close relationship with one particular person it is necessary also to see that the atmosphere of the institution as a whole is a therapeutic atmosphere.

What this is beginning to mean in residential institutions for children, and I speak now largely about residential institutions for the child with severe behavior problems, or the child who has to be placed for a relatively short period of time in an institution because he is neglected and has no one else to care for him, what this is beginning to mean in such institutions is a very careful evaluation when the child comes in of what his emotional needs are, a decision as to the kind of intimate relationship and the individual who can best provide the intimate relationship which the child needs, and then an attempt to integrate all of the activities of the staff toward the end of an improved emotional adjustment on the part of the individual, on the part of the patient.

When we look at adults and the kinds of adjustments that they make, and particularly when we look at people who fail to make an adjustment; those who develop mental illnesses, those who are never able to operate efficiently in their vocational or in their social relationships, we find that the basic thing at fault is not the intellectual development of the individual, is not the level of his skills in different fields, but is the kind of emotional relationships he is capable of maintaining with other people and the degree to which those relationships are satisfying to him.

And so what seems to me to be the most important development in the field of child psychology, in the understanding of human behavior, in the last 10 or 15 years is this stress upon the basic nature of the emotional adjustment of the child. This, of course, means a good many other things too beside simply organizing a residential staff so that each child has a close tie to a person who is satisfying to him. It means more than bringing the staff together in such a way that they all understand the child and are working not at cross-purposes but are coordinating their efforts in his adjustment and his development. It means also more stress on motivation in the particular topic areas.

Simple exposure of a child to material and have him grow on material is not sufficient to bring about learning. The child must have a desire to learn, a motive for learning, and in considerable part our motives for everything that we do are derived from our desire to satisfy and to maintain the conditions of our affectionable relationships with other people.

This is going to result, it seems to me, in a much different and more effective approach to the child, and particularly to the child who has to live in an institution for any considerable period of time. It is going to require that the institutional workers, all the way from the housekeeping staff on up to the superintendent have a keener awareness of the signs of emotional maladjustment, have a more adequate understanding of the states and processes of emotional development of the child, an understanding of how intimate relationships, the relation of father to mother, or father substitute or mother substitute, are different for the 2-year-old than they are for the 4-year-old or for the 6-year-old or for the 8-year-old.

The kinds of emotional demands that the child will place upon your institution will depend to a considerable extent whether he comes there at 9 or whether he comes there at 6 or whether he comes there at 4. Your problem is not just to teach him but to help lay a solid foundation of personality for personality development for different kinds of problems at different ages. Unless we know something about these stages of emotional development, the factors that operate, the ways in which they can be influenced, we are going to miss the boat with many children.

Unfortunately, this kind of understanding is not easy to come by. It is not something that comes simply out of books. Just as with this mother that I was talking about, the relationship that she developed with her child wasn't really a function of how much she knew about child training, or how much she knew about feeding. It wasn't a function of what she wanted to do or how effective a mother she wanted to be. It was a function of her own feelings, of her own emotional needs and her own emotional development. And so this kind of learning, especially for people as old as we are, is going to involve some self-searching. It is going to involve some better understanding of ourselves, some better understanding of why it is that we feel about this child they way we feel about him because we can be sure that those feelings, even though we never put them into words, even though we try to conceal them in our manner with the child, are understood by them. Just as this 6-month-old baby understood that his mother didn't really love him and was willing to commit suicide because the world held nothing if it didn't hold his mother's love. I am not saying that he was conscious of that, I am simply saying that as organisms we are so constructed that these are among our basic needs and that unless these needs are met as organisms we cannot survive very effectively and maybe we cannot even survive at all.

And so this is going to require in our inservice training program as we talk about children that we also be willing to talk about our own attitudes about this child, our own immature reactions to this particular kind of situation as it developed. It is going to require to some degree an interest on our part in understanding why we feel and why we behave in these ways. It is very enlightening to sit in on a staff discussion of a progressive residential school for emotionally



very disturbed children and something has happened. The child has misbehaved and one of the staff has reacted to the child in the wrong way. He has turned away from it. He has slapped the child or has done something else.

This discussion concerns itself not only with what the child did, and why he did what he did, but also what the staff person did and why he did what he did, what feelings led up to it. And this is a step in the process of self-knowledge. This is a step in the process of self-change. This is a step in the process by means of which we change not just what we do on the surface but how we feel underneath which is the determining factor in how we handle all kinds of human relationships.

And so I think that this development presents to us a challenge to not only learn the child better and to learn his emotional development but also to learn to know ourselves better and to be in a better position to mature emotionally. All of us have areas in which we have never matured. All of us in some situations are still behaving as we did when we were 6 years old, 5 years old, 4 years old. When I was a young child my father was rather skillful with his hands and I wasn't. He was very critical, whenever I tried to do something with my hands, of my awkwardness. Now when I have to do something with my hands, I find it emotionally a very disturbing situation. I am likely to try once or twice and then get mad, just as I did when I was a child; get mad and kick the tire or get mad and throw the work down and leave it, but in other words show very immature emotional attitudes.

All of us in some areas of our functioning are still behaving like children. All of us in dealing with children still reflect to some extent our attitudes toward our own brothers and sisters, toward our own fathers and mothers, toward our early playmates. What we are doing is not reacting to this child, not to his present behavior, but to our whole past experience with this particular kind of situation.

And so in part, self-knowing means that we have to face our own immaturities, our own inadequacies, and learn something of what lies behind. If we could do that then we could remove the block to our own emotional and personality growth and become more mature individuals than we would otherwise.

I am afraid that I have talked longer than I should have. This is the gist of what I have to say. I want to express again my appreciation for the opportunity to be with you tonight. Thank you. [Applause.]

Dr. CLOUD. Thank you, very much, Dr. Strother, for your very inspiring and challenging message with respect to child development.

The program has listed a business meeting but since all of the business affecting this convention was transacted this morning it will not be necessary to transact any business at this time. However, before closing, I would like to take this opportunity of expressing my personal and official thanks to Superintendent and Mrs. Epperson for their generous hospitality and through them to express our thanks to the several members of the staff of this fine school; the dietician, the matron, and so on, and so forth, for the care and the treatment which has been accorded us since we have been here. I am sure that they have done everything possible to make us as comfortable as they could and I am sure that the weather has cooperated in that respect also.

I would also like to express my deep appreciation to Dr. Ingle, your new president, for the fine cooperation and help which he has given to me during these last 2 years. I think that I know something of the responsibilities of being chairman of the program and planning committee. It involves a lot of work, sweat, and sometimes tears, and Dr. Ingle has done a magnificent job and for his service and loyalty to the job and devotion I am indeed very grateful.

I also want to add my words of appreciation to the many section leaders who have tried very hard and have worked so hard to provide us with the kind of a program which has been given to us at this time. They have done—they did do—an exceedingly fine job. The program, I think, has been varied sufficiently to more or less include the interests of us all, some of us in the specifics and some of us in the general fields, and it is no easy task for a section leader to line up the people who are needed to present the kind of a program that they are anxious to present at a meeting of this kind.

And so my thanks to them, and also to all who have participated in the program. All of you have done an excellent job. And it has been suggested that the thanks be also extended to the fine interpreters who have done such an exceptionally fine job. Some of these interpreters are the very capable sons and daughters of deaf parents and there has been a feeling expressed that with the new breed the interpreting has been improved. My thanks to these people who have given so generously of their time and of their talents.

Are there any announcements? There is one announcement that Mr. Epperson has.

Mr. EPPERSON. I just want to remind all Rotarians of the Rotary meeting at the Evergreen Hotel tomorrow noon. We can leave the main building if you would like to go in a group at about 11:50. Dr. Leonard Elstad is the speaker. We would appreciate very much having Rotarians go down to the luncheon meeting tomorrow.

I have been asked to remind all of you who are expecting mail to leave your forwarding addresses at the business office so that if mail does come for you we can forward it on to you. Thank you.

Dr. CLOUD. There being no further business, I declare the 36th Biennial Convention of the American Instructors of the Deaf closed. (The convention was then at 9 p. m. declared adjourned.)

#### SECTION MEETINGS, THURSDAY JULY 2, 1953

##### SECTION FOR AUDITORY TRAINING

Section Leader: W. Lloyd Graunke, assistant superintendent, Illinois school.

Introduction: Auditory Training—Method or Notion? W. Lloyd Graunke, assistant superintendent, Illinois school.

Demonstration: The Use of Recorded Songs, Stories, and Rhythms in Auditory Training, Mrs. Margaret Thoreson, teacher and fourth-year pupils from Washington school.

Paper: Hearing Aids for the School for the Deaf, Dr. Robert W. Benson, head, physics division, research department, Central Institute, St. Louis, Mo. Read by: Thomas K. Kline, superintendent, Illinois school.

Panel discussion: Relations Between Schools and the Hearing Aid Industry.

Discussions: Howard M. Quigley, superintendent, Minnesota school; J. Harold Stark, supervising teacher, Illinois school; Edward W. Reay, principal, Washington school; Arne Darbox, special representative, the Maico Co., Minneapolis; Martin V. Vollbrecht, representative, Corvech Medical Instrument Co., Portland.

Demonstration and evaluation: Group Hearing Aid Equipment.

Discussants: Moderator, James H. Galloway, superintendent, Rochester School; Auditory Training Equipment, William J. McClure, superintendent, Tennessee school; Evaluation of the Chromovox, Mary French Pearce, teacher, Missouri school.

Discussion: Ferol Thorn, teacher, Illinois school; Mrs. Bertha Richardson, teacher, Washington school.

### AUDITORY TRAINING—METHOD OR NOTION?

(W. LLOYD GRAUNKE, assistant superintendent, Illinois school)

Though the title of this introduction to the program of the auditory training section may seem somewhat provocative, it was my feeling, as chairman of this section, that during the discussions and demonstrations that follow on this program you might keep this question in the back of your minds and cogitate its full significance. I am not here to answer the question for you. I am not sure that we have the answers as yet. However, the question is continually being raised by many teachers and administrators in schools for the deaf. Is auditory training worth while?

At the last biennial meeting of this convention at Fulton, I was somewhat disturbed by a statement made in connection with another topic in which the cost of group hearing-aid equipment was mentioned. This statement has stayed with me for the past 2 years:

\*\*\* hearing-aid equipment was once considered beyond the realm of the average State school appropriation. Yet today there is scarcely a school that cannot boast of at least one group aid, despite the fact that the somewhat prevalent notion of restoring hearing through their use has largely been dispelled.

After hearing this remark made from the platform of this convention, I made it a point to talk to the person who made it and since that time we have become very good friends. I believe I know why he made that statement. I think I can safely say, too, that he has since revised his thinking on this subject and that the above statement could lend itself to a great deal of misinterpretation.

Speaking literally, there is no scientific evidence that the use of amplification will "restore" hearing potential which has already been lost through damage to or malformation of the auditory mechanism. There are medical and surgical procedures for the alleviation of some middle ear or conductive types of hearing loss. When hearing loss can be restored by medical or surgical means, the subject does not generally come to us for education unless the unrestorable loss is sufficient to interfere with his ability to acquire his education in the usual way.

No experienced teacher of the deaf or administrator of a program for children with severe hearing loss would ever claim that the use of group hearing aids or any other amplification device would "restore" hearing through their use. What we have learned, especially since the advent of modern electronic amplification equipment, is that most of the children with severe hearing loss have a residuum of hearing. There is actually a small minority of children in the average school for the deaf who have what we might call "profound" loss of hearing; meaning no measurable response to auditory stimulation. The remainder of the group of students will show response to auditory stimulation which can be measured on the audiometer.

It would be a simple matter if we could classify our children for purposes of instruction on the basis of their response to the audiometer.

If we could say that all children whose hearing loss is in the range of 40-65 decibels are hard of hearing and therefore should have wearable hearing aids and be placed in the public schools, we could easily relieve the overcrowding in many of our schools. For, as you will probably learn in another topic on this program, the average good wearable hearing aid can provide at least 40 decibels of gain. This should then raise speech to the level where they can hear it without too much difficulty. Many such children could be returned to the public schools, provided their language and speech handicap has not become too great for them to adjust adequately in a public-school program. However, what is to become of those who still have these deficiencies of language and speech? Shall we turn them away from our doors because primarily what they need is amplification?

The next group which would be easy to classify by audiometric response is the group from 65-85 decibels loss in the speech range. These children, without amplification or a means of raising the level of sound, would not be able to use their hearing. Thirty-five to forty percent of our student populations would fall within this category. How should we approach the problem of providing an educational program to meet their needs? Shall we assume that since they will probably never be able to rely entirely on their hearing even with a good hearing aid, that we should teach them visually only? Or shall we provide them with a 20-minute period of auditory training once or twice a day or three times a week so that they can listen to some records or get some correction of their faulty speech habits? Or shall we outfit our classrooms with group auditory training equipment with sufficient power so that each child will have an outlet providing him with an opportunity all day long to learn to use the remnant of hearing potential which is his? I would like to ask the same questions about the remainder of the children in our schools who have very severe or profound losses. Who among us would like to play God and say that because they have severe losses they cannot learn to use what hearing they have left?

At this point I would like to pose an illustration. I think the ex-GI's and "doughboys" among us will vouch for this illustration. When our troops were transported to the various ports overseas, were they told that the only way they could learn the language of the foreigners among whom they would live would be from a pocket language guide? And were they told that they should stuff their ears with cotton so as not to be confounded by the gibberish which would bombard their ears? I seriously doubt it. They learned to make sense out of this gibberish when they got close enough to the foreigners so that they could hear them clearly. Then, the more they heard the language and combined it with their experience, the more quickly they learned the language. It was after they learned to recognize significant sounds and combine them with their experience that the pocket language guides became most useful.

Though some may argue that this is a rather crude illustration for comparison, let us now consider the young child with a severe hearing loss. When a hearing aid—either group or wearable type—is placed on his ears and he hears spoken language, can we expect him to make sense out of what he hears? Certainly not. However, if he wears the aid for a long enough period of time while he is experienc-

ing the world around him and the teacher is making this world meaningful to him, it is my conviction that eventually most of these children will learn to interpret whatever auditory stimulation they obtain in the light of their experience. And it is only good fundamental educational psychology that meaningful stimuli, if they are of sufficient intensity and duration, will reinforce the learning task.

By the same token, children with severe losses will not learn to make sense out of what they hear unless the auditory stimulus they receive is of sufficient intensity. It must also be presented to them for long enough periods of time and with the necessary amount of repetition so that the auditory images become fixed in their consciousness and can be recalled whenever a similar stimulus is presented. What does all of this mean? It means that, in my estimation, we cannot say that a given child, regardless of measured hearing loss, can or cannot benefit from the use of amplification in the educative process until we have presented speech and language at a level which will reach above his threshold of hearing. And this speech and language must be presented to him in this manner for long enough period of time and repeated by enough that eventually it becomes meaningful to him.

At what age should this be started? Obviously, from what I have said before, auditory stimulation should be used with all children with hearing loss as soon as it makes sense to them. We would not recite the Gettysburg address to our own hearing child at the age of 5 or 6 and expect him to understand it. To the baby in the crib, the sounds of the environment around him are highly significant. These are the sounds which he should hear. As his experience broadens his environmental horizon, so should his sound experience be broadened. When speech sounds begin to take on meaning for him, so they should also be amplified for the child with a hearing loss. Meanwhile, mothers and teachers should not lose sight of the other avenues of stimulation—vision, touch, smell, movement, etc. These general principles for the use of auditory stimulation can be followed throughout the school program of the child.

When should we give up on auditory training for these children? With our present knowledge of the varying rates of physical and mental maturation of children, I do not believe anyone can safely answer a question like that. There is considerable room for research in this area. As we know there are readiness periods for many educational skills such as reading, writing, etc., I believe that there are also readiness periods for the various stages of auditory training. Which all seems to point to the old axiom that education is still an individual process of growth and development.

In the absence of adequate scientific analysis, I cannot state whether auditory training is a method or a notion. Webster defines "method" as: "an orderly procedure or process", and a notion as: "mental apprehension of whatever may be known or imagined; an idea; a conception; an opinion." I would rather consider auditory training as a challenge to all educators of the deaf. With diligent application of good principles of teaching to the use of auditory stimulation for all the children in our schools, it is entirely possible that what may now be a "notion" will in the near future become a "method" accepted and fostered by all who teach the deaf.



## HEARING AIDS FOR THE SCHOOL FOR THE DEAF

(Dr. ROBERT W. BENSON, head, physics division, research department, Central Institute, St. Louis, Mo., read by Thomas K. Kline, superintendent, Illinois school)

The school for the deaf concerned with the aural teaching of deaf children is faced with problems concerning the selection of hearing aids. There are two major questions that arise: first, which children will benefit from the use of an aid, and second, what type of aid should be used. The teacher is often faced with selecting an aid which is best because of technical claims such as the aid contains transistors, or because it has compression amplification, or for other reasons which have little meaning to the nontechnical person. I would like to discuss for you the basic reasons for using an aid, the function an aid performs, and the major differences among the various types of aids.

What are the reasons for using a hearing aid? Basically the answer is simple, such as a person hears little or none of what is said. I have used the expression "hears" in the physical sense and do not indicate the necessity for an understanding of what is said. In some instances the person who has difficulty in hearing may be "aided" by the talker speaking louder. This indicates that in the usual sense of aiding a person, we are dealing with making sounds louder. To progress with this idea of aiding a person by talking louder, let us consider a classroom with hard-of-hearing children. We may have varying degrees of hearing impairment among the children. Without the use of any modern audiometric devices, the teacher is able to evaluate the amount of hearing loss that each child possesses.

I am going to describe some cases in terms of observations which the teacher may make, and relate these observations to the amount of hearing loss which we measure by audiometry. First we have the child with normal hearing, which the teacher observes to obey commands even though the child is at a considerable distance and the teacher either whispers or talks in a normal voice. He may have defective speech but these children are usually classified as speech handicapped rather than hard of hearing. The next broad classification includes children who only hear when spoken to in a loud voice, or when the teacher talks into the child's ear. The teacher will classify these children as those with a moderate hearing loss. They have been shown to possess some hearing, but not without effort on the part of the teacher. The third classification includes those children who hear nothing that is said to them, no matter how loud the teacher shouts, nor how close she is to the child when she speaks to him. The teacher will classify these children as those with a severe hearing loss. The teacher is able to classify her children as either those with normal hearing, a moderate loss, or a severe loss.

Now let us relate these observations to the numerical findings of an audiogram, but let us use the teacher for our audiometer. The teacher speaks with an intensity, often described as loudness, which is about 40 decibels above a normal hearing person's threshold. The decibel is a unit relating one intensity to another intensity. In this case we are speaking of the sound intensity the teacher produces by talking relative to the listener's threshold, or that sound intensity which he is just able to hear. The children classified as normal listeners by the teacher are

therefore those children who possess less than 40 decibels of hearing loss. The teacher's voice overcomes 20 to 30 decibels of hearing loss, but a child with 40 decibels of loss is just able to hear the teacher and probably has difficulty in understanding what she says. Our category of normal hearing children will include those who possess as much as 30 decibels of hearing loss.

I have stated that the normal sound intensity produced by the teacher is about 40 decibels above the normal threshold of hearing. The teacher may increase this intensity in two ways (1) by talking louder or shouting, and (2) by moving closer to the listener. In these 2 ways the teacher is able to produce sounds which are about 30 decibels more intense or 70 decibels above the normal threshold of hearing. A child with 70 decibels of hearing loss is just able to hear the teacher when she shouts directly into the child's ear. Conversely a teacher may overcome as much as 70 decibels of hearing loss by shouting directly into a child's ear. We may therefore conclude that the teacher may instruct children so long as the loss does not exceed 70 decibels. All other children cannot be reached by the teacher's voice and are classified as those with a severe loss.

There are two functions which we would desire in a hearing aid. First, we would like a device which would make the teacher's speech intense enough to overcome a severe loss and second, we would like the device to make it possible for the teacher to talk to the child with a loss without shouting or speaking directly into the child's ear. Thus far I have said nothing about the cause of the loss, or the type of hearing loss. I have refrained from discussing "high-tone" and "flat" losses. Although these classifications are important to the diagnostician and the otologist, the teacher is mainly interested in "how-much" or "how-little" the child hears. The basic reasons for using an aid are that there are some children who hear nothing we say and there are some children who hear but only with considerable effort on the part of the teacher.

Now, let us consider the function of the aid. First, of all we know it must increase the intensity of speech. The aid should increase the intensity of the teacher's speech to an intensity which is above the child's threshold without the necessity of the teacher shouting or directing sound into the child's ear. The factor by which the intensity is increased is called the gain of the aid, and is noted in decibels. The gain, in a sense, provides some of the decibels which the child is lacking. Most hearing aids have sufficient gain to increase speech which will normally overcome a loss of 40 decibels to an intensity which will overcome a loss of 100 decibels. Another factor besides the gain of a hearing aid is its frequency response. The frequency response describes the aid's capability of increasing the intensity of low, middle, and high tones. The frequency response requirements for a hearing aid are limited to increasing the intensity of those tones associated with speech or tones in the middle range. A third factor to consider is the comfort of the child. If sounds are made intense enough they become painful, even to the deaf child. Some limitation must be provided for limiting the intensity of the sounds delivered to the child's ear.

The function the aid performs is, therefore, threefold: (1) It provides gain or an increase in intensity, (2) it selects those frequencies

or tones which are necessary for speech, and (3) it limits the maximum intensity so that sounds may not become loud enough to be painful.

There are three major types of aids: (1) the individual wearable aid, (2) the individual desk aid, and (3) the group aid. Let us consider these types of aids by asking questions about their economy, maintenance, and performance. Which aid is the most economical to use in the classroom? The initial cost of an individual aid varies from \$75 to \$250. The initial cost of the group aid is approximately the same, varying from \$75 to \$150 per child or for a class of 10 children, from \$750 to \$1,500. The operating costs of individual aids are considerably more than group aids, since the cost of batteries is much more than the electricity required by the group aid. An exception to this statement may come when the new transistor aids are in general use. Their operating costs should be comparable, but not less than the operating costs of a group aid. A third factor in the cost of the aid is the cost of repairs. The individual type aid is subjected to more costly repair, since the child carries all of the aid with him, whereas the child has access to just the earphones on a group aid. The most economical aid from the standpoint of initial cost, operating costs and maintenance costs is the group aid.

Which aid performs best from the viewpoint of gain, frequency response, and method of limiting the maximum intensity? It is difficult to give a general statement about the performance of the many individual-type aids. It is possible to select one aid which has more gain than another, or one aid that has a more uniform frequency response characteristic than another, but as far as we are concerned the differences among the various individual aids are minor. Practically every hearing-aid manufacturer produces an aid which is capable of increasing the intensity of speech as much as is physically possible and these aids have a method of limiting the maximum intensity produced. The aid's performance is important, but since most companies have an aid which has the essentials of good performance, the selection of an individual type aid is made on the basis of other factors. These factors include the initial cost of the instrument, the guaranty of the instrument, the availability of service, and the availability of batteries and replacement parts.

Does the group aid outperform the individual type aid? The group aid by itself has little advantage over the individual aid. The group aid has more capabilities of performance than most individual aids, but provisions must be made to treat the classroom acoustically. The gain of an aid is usually limited by what is known as acoustical feedback. When the gain of an aid is increased to its maximum, a high-pitched tone will be produced which is the result of acoustical feedback. If the classroom is acoustically treated, then more gain can be utilized from the group aid. The acoustical treatment allows less sound to get to the microphone from the earphones. In the case of the individual aid, acoustical treatment has little effect in reducing feedback.

Most group aids produce not only the middle tones which are absolutely necessary for speech, but also produce the low- and high-frequency tones. These low and high tones add to the quality of speech, but add little to the intelligibility of speech. If they are to be amplified, it is necessary to have a quiet room so that noises in the lower

and higher frequency ranges, do not interfere with the desired speech. It is preferable to have the room treated acoustically to reduce the noise level in the room. The acoustical treatment of the classroom consists of acoustical tile ceiling and walls, and a carpet on the floor. This treatment will help reduce the noises created by scuffling on the floor, and will absorb other noises created in the room. In addition to less noise, the treatment will allow the instrument to be operated with more gain, since the treatment reduces the possibilities of acoustical feedback.

The group aids that are available have a special method of limiting the intensity of sounds delivered to the ear. This method, called compression amplification, takes the weak, moderate, and loud sounds and makes them all relatively moderate. The group aid, therefore, compresses or makes more uniform, the range of intensities which we hear.

The group aid does outperform the individual aid providing that the classroom is treated acoustically. This increases the initial investment, but provides more usable gain and a more quiet system. The group aid would be preferred from what I have just said, but there is still one point to consider. The child is provided with the group aid in the classroom, but still must have an individual aid for out of the classroom. Over a period of years, the group aid will still probably pay for itself, and has greater possibilities of reaching the child with the severe hearing loss.

I would like to give you some specific recommendations for purchasing a group aid and some recommendations for purchasing an individual aid. The group aid that is selected should be of the type where the microphone is permanently located so the teacher is free to teach and does not have to concentrate on the microphone. The child with a severe loss should be furnished with two earphones since the best ear of the child is unknown. The child should be given every possible chance to hear and rather than guess which ear is the better, sound should be given to both. Two earphones are not an advantage to the normal listener, but when there is doubt as to whether a child hears at all, he should be given every possible chance. Outlets for the earphones should be provided at the child's desk and also at the blackboard. The child then wears his earphones and plugs them into the nearest outlet.

When purchasing an individual aid consider first of all such features as the ruggedness of the aid, the service available for the aid in your community and the guaranties provided for the instrument. Then consider the various models that are available from each manufacturer. There is probably an instrument available from each manufacturer which provides sufficient gain, satisfactory quality, and proper limitation of the maximum output. If the aid has been accepted by the American Medical Association Council on Physical Medicine, then, the gain, quality, and method of limitation, have been measured and have been found to pass a set of minimum requirements.

You will also need to know whether the new transistor instruments should be recommended. At the present time, the transistor instruments which I have examined perform as well as the conventional vacuum tube aids. In addition to their performance, they offer greater economy of operation. The battery costs in an all-transistor

aid are about 20 percent of the standard battery costs. There has been some question as to the stability of the transistor aids, but this is mostly on the basis of one manufacturer. The buyer can be protected as he is in buying a conventional aid if he buys an instrument for which there is a guaranty.

The hearing aid is necessary for those children with both moderate and severe hearing losses. The aid not only helps the child hear, but allows the teacher to perform her duties of teaching without shouting or directing sound into the child's ear. The child may show improvements in speech patterns and voice quality, but some of those with no apparent hearing may only get an indication of the rhythm of speech. By all means, if there is any question as to whether a child hears, give him the benefit of amplification. The hearing aid is meant to aid the teacher as well as the child.

### AUDITORY TRAINING EQUIPMENT

(WILLIAM J. McCURE, superintendent, Tennessee school)

The convention has reached the point where no program is complete unless a topic is discussed from the standpoint of an administrator, a principal, a supervising teacher, a classroom teacher, and all of the other categories of educators in our field. I hope that I have approached my subject this morning in the way that Mr. Graunke wanted me to.

I feel that the managing officer of any organization is, of course, interested in all of the objectives which concern the others on his staff; but, in addition to those interests, he is primarily interested in economy and also in efficiency. Lest some of you misunderstand the term economy, I am not thinking in terms of money, although that must usually be considered. I am thinking in terms of economy of effort, economy of personnel, and economy of time in proportion to the results achieved.

Modern group hearing aids have brought us a long way from the speaking tubes of the 1880's and they have helped to achieve a number of economies.

Certainly a teacher with a modern group hearing aid can reach a great many more children than could the teacher of the 19th century with her speaking tube. Also, I am sure that the teacher can do it with considerably less expenditure of energy. The child also can regulate the volume of sound to fit his own needs. Present instruments have reached a high peak of perfection.

The size of the group possible in the use of group equipment is a variable economy. I feel that the size will depend to a large extent upon the teacher, upon the purpose of the auditory training, and upon the individuals within the group. Auditory training aimed at improving interpretation of sounds into meaningful language may permit larger groups than auditory training aimed at the improvement of speech patterns, intelligibility of speech, and speech rhythm.

Lest the factor of financial economy be overlooked altogether, I would like to point out that administrators are anxious to secure group hearing aid equipment which will reach children with even the slightest residual hearing. I would not disagree with those who say that hearing aids can be used to improve the speech patterns of even the



profoundly deaf. Equipment which will do this and which is not excessive in cost is always in great demand.

Another factor important to administrators as well as all others is the usability of the equipment. If the equipment is so cumbersome that the teachers and the children soon become discouraged and leave it idle for long periods of the day, it is not an economical investment. Headbands and earphones should be so light that the children do not become fatigued in a short time. The classroom arrangement should be such that time is not wasted in getting teacher and children into the proper position. There should be no mass of wires to head-phones, microphones, et cetera, to impede progress about the room.

Finally, I should say that the hearing aid equipment should be of a durable nature so that it will stand a reasonable amount of wear and tear which is found wherever there are groups of children involved. Earphones should not automatically be out of order after being dropped once, and the cords leading to the earphones should not need to be replaced every few months or each year.

If topnotch hearing aid equipment is incorporated with some device which in itself holds the attention of the children, presents a usable vocabulary, and is adapted for group work, it has become an even more valuable tool.

#### EVALUATION OF THE CHROMOVOX

(MARY FRENCH PEARCE, teacher, Missouri school)

When Mr. Graunke asked me to appear on this panel and to evaluate the Chromovox, I consulted with Mrs. Ingle who is my principal and with several of my fellow teachers in the primary department and we decided that I might make my most beneficial contribution by approaching the problem from a practical point of view. So—with their help—I am bringing you our reactions to the machine and some of the uses to which we have put it.

First, I think I should explain that, having used the Chromovox only a part of last year and then on a more or less trial-and-error basis, none of us feels that she is adequately prepared to give a true evaluation of the machine, but I am glad to bring our findings to you for what they are worth.

The conditions under which we worked were far from ideal. As in most State schools, our classes are large, our children are not screened, and our classifications are made on the basis of the child's attainment rather than the amount of hearing which he has.

The teachers who helped me assemble this material regarding the Chromovox were Mrs. McPherson and Mrs. Lanham on the first preparatory level, Miss Harrison and Mrs. Sandin on the third preparatory level, Mrs. McQueen on the first grade level (our fourth year in school), and I on the second preparatory level.

In making comparisons, we found that the first preparatory teachers working with children 5 and 6 years of age stressed the building of speech, concentrating at first on the bobbling reels at the same time they were keying their consonant charts to the colors used on the Chromovox. As soon as possible they used syllable drills, advancing from them to words.

Mrs. McPherson says, and I quote :

By the end of the third month I began to see results and to appreciate just what the machine was doing. In the first place attention with beginners is much easier to secure and hold with the visual approach. Some of the reels are excellent for beginners; the pictures are clear and appealing, the lettering is distinct, and the variations of presentation eliminate the deadly monotony of the same thing presented in the same way day after day.

The time saving element ranks high in the list of advantages. It is a quick method of presenting a segment of speech on which one has been concentrating. At our school the Chromovox was set up in a room apart from the regular classrooms. The 20-minute interval in a different environment with different materials was a pleasant break in the daily program.

Mrs. McPherson goes on to say :

The system of flashing the red, blue, and amber lights to indicate voice, breath, and nasal production, I felt at first was far too difficult for beginners to comprehend. This was true for some time, but as the children became familiar with their charts they quickly caught on to the significance of the different colors, and by the end of the year they were, in many cases, correcting faulty production with the colored lights to cue them.

I would say that the Chromovox paid nice dividends even with a class of beginners. Of this I am sure, the speech of my class this past year was on the whole much more acceptable than that of my class the preceding year which had not had the advantage of Chromovox presentation.

With our second preparatory classes we carry on the work started in first preparatory, continuing the voice-building reels and those for repetitive drill but we also begin using it as a corrective device. We consider it excellent for memory training at this level.

On the third preparatory level the work started in the first 2 years was continued but, here, the teachers felt that it was especially good as a means of increasing the children's vocabulary and in aiding the fluency and continuity of their speech. They especially liked the reel on prepositions.

On the first grade level where the children are using a great deal of conversational speech and where the elements are fairly well fixed, the Chromovox is used primarily for correcting faulty production and for vocabulary building.

Mrs. McQueen who teaches this grade says :

We have the possibility of two normal avenues of approach to the child's mind plus an opportunity for him to imitate what he hears and to hear his own imitation.

We have a bountiful supply of prepared material on different levels arranged in logical sequence, yet flexible in possibilities of presentation. The control of the movement and speed of the reels makes it possible to adjust instruction to individual perception needs.

In summing up the disadvantages I found that all of our teachers feel that too much time is consumed in changing the reels. After they have been used a few times, the ends become limp and they are exceedingly difficult to thread.

In order to use the machine successfully the group must be small which means that we can work with only one-half of our class at one time.

We feel that the microphone is too fragile and gets out of order too easily.

There is some question as to the advisability of having children read from a moving object.

On the whole, we like the Chromovox. We like its versatility. We find that children with a low degree of sound perception or none at all

are benefited by the visual aspect of the machine. An old Chinese proverb says, "One picture is worth 10,000 words." Here we have the word and the picture; the picture without the word; and the word without the picture. In due time this triple exposure is almost sure to bear results.

We feel that speech correction is more meaningful and less irksome with the colored lights as cues.

Going on the theory that "The proof of the pudding is in the eating" we feel that the fact our children watch the clock for Chromovox time certainly proves that for them it is a period of pleasure and relaxation.

#### DISCUSSION

(FEROL THORN, teacher, Illinois school)

Group aids are used in the Illinois school throughout the acoustic department, primary oral, and some of the advanced oral classes. In the oral department they are used as an aid to speech while in the acoustic department they are used as an aid to all subjects.

The first preparatory children wear earphones for very short periods each day at the beginning of the year. These periods are lengthened so that the children entering second preparatory wear their earphones for all oral recitations. This year my third preparatory class even wore them during written lessons, at which time background music was played, usually at the request of the pupils.

There are many very fine group aids on the market but the type most useful in the classroom where speech and hearing are being developed is the machine which includes a record player and a volume indicator. The latter shows the pupil whether his voice is too loud or too soft. With this type aid a correlated program can be carried out. For instance, if a reading unit about a circus is to be taken up then the following would be done—

1. The children would be taken to a circus if at all possible.

In preparation for this, simple circus vocabulary would be taught first through acoustic training, the children look and listen, then identify objects or pictures. The next step would be listen only. This is a test to be sure the children really are understanding through hearing and are not just lipreading. Next the words would be dictated, the pupils writing the vocabulary on paper as the words are spoken.

There are many exercises to vary this part of the program so the children do not become bored and yet receive the necessary repetition to establish these word patterns.

2. Speech closely follows acoustic training. The vocabulary once taught is used at every opportunity. Verses are good to give the necessary practice on vocabulary.

3. After a class discussion as to the things to be seen at a circus, a short topic is written.

4. Records about circus animals or people are played. The best of these being a picture book album, *Bozo at the Circus*.

5. Films or filmstrips on circus animals and people give a good background for the project. These with the visit to the circus are the basis for the language program.

6. The class or individual topics written as a followup after the circus give supplementary reading material.

7. To further enrich the program, stories are read by the teacher with the assistance of the group aid.

The values of the group aid are many. It has more volume which is needed by the children having very severe hearing losses. The individual controls make it suitable for all degrees of losses. The class works as a unit not only listening to the teacher but to each other. Therefore, there is much better attention.

Less time is wasted in adjusting one instrument instead of a dozen individual aids. In teaching speech both individual and classwork is always done with the use of the hearing aid. The children listen to the element, word, phrase, or sentence as spoken by the teacher, then he repeats the same. In teaching elements or doing corrective work there should be no interference in the pure sound of the element. For other speech work, especially for phrases, sentences, and verses background music is often used to relax the pupils.

The following steps are used in acoustic training:

1. Gross sounds, words, phrases, syllable drills (given in groups of three), sentences, and very simple stories.

2. Records, such as nursery rhymes, storybook albums, such as Little Black Sambo, Bozo at the Farm, and others, songs for small children using vocabulary and language familiar to the children and topics of interest to them. (The Little Train That Could, The Train to the Zoo, and Down the Bunny Trail are examples of these.) Background music is used for relaxation and pleasure. Happy children do a much better quality of work.

The pupils are not forced to keep their earphones on if they become tired. Though the new light headphones make it possible to wear them for longer periods without tiring, the children are made to feel that it is a privilege to have a group aid and therefore they take very good care of it so that it may serve them and give them pleasure.

#### SECTION FOR SOCIAL STUDIES

Section Leader: Herschel R. Ward, principal, Tennessee School.

Presentation of problem No. 1.

Demonstration: Social studies at the intermediate level, Miss Betty Phillips, Oregon School.

Panel discussion.

Discussants: Miss Alice M. Holt, Irving School, Spokane, Wash.; Miss Betty Phillips, Oregon School; Miss Ruth Jensen, teacher, Hosford Day School, Portland, Oreg.

Presentation of problem No. 2.

Demonstration: Social studies (geography), upper intermediate level, Mrs. Winifred Wright, Washington School.

Panel discussion.

Discussants: James Hoxie, Oregon School; Emil Ladner, California School; Mrs. Winifred Wright, Washington School.

All discussions and demonstrations were extemporaneous.

#### SECTION ON VISUAL EDUCATION

Section Leader: Miss June E. Newkirk, teacher, Arizona School.

Paper: Introduction to Visual Education Section, Miss June E. Newkirk, teacher, Arizona School.

Paper: The Direct Method, Mrs. Mary Nelson, teacher, Oregon School.

Demonstration: Mrs. Wilma Baker, teacher, Oregon School.

Paper: How the Blackboard and Classroom Bulletin Boards Contribute to the Education of the Deaf Child, Mrs. La Prael Wright, Idaho School.

Paper: The Values of the Classroom Bulletin Board as a Visual Aid in Upper Grades, Mrs. Lillian Sheiry, Iowa School.

Paper: Essentials of a Good Field Trip, Ralph Hoag, principal, Arizona School.

Paper: A School Museum, Dr. Ignatius Bjorlee, superintendent, Maryland School.

Paper: Captioned Films, Dr. Edmund B. Boatner, superintendent, American School, Hartford, Conn.

### INTRODUCTION TO VISUAL EDUCATION SECTION

(Miss JUNE E. NEWKIRK, teacher, Arizona School)

A group of students, asked to name the attributes of a good teacher, ranked highly those teachers who are "sympathetic" and those teachers who can "explain things well." Our purpose this afternoon is to focus our thinking on various visual approaches which, when properly used, can contribute greatly to helping each of us be among those highly rated teachers who "explain things well."

Children are eager to learn. All of us teachers have experienced again and again the satisfaction that comes when real understanding has been established and the classroom hums with industry. On the other hand, probably all of us have experienced those units when that industrious hum is lacking. Upon analysis we have found that we really haven't "explained things well." Many times a visual aid might have been the solution.

Without a doubt the most effective way to learn is to have the experience. Although it is not always a possible or practical method, it is feasible for many classroom-learning experiences. Mrs. Wilma Baker and Mrs. Mary Nelson, of the Oregon School for the Deaf, will present a paper and demonstration—The Direct Experience in the Primary Grades.

The blackboard and bulletin board are found in every classroom and can be very effective visual aids. Mrs. La Preal Wright, of the Idaho School for the Deaf, will discuss the Effective Use of the Blackboard and the Bulletin Board in the Classroom in the Lower Grades.

Mrs. Lillian Sheiry, of the Iowa School for the Deaf, will continue this topic, "Effective Use of the Blackboard and the Bulletin Board in the Upper Grades."

A field trip is another visual approach that can be used advantageously when attempting to "explain things well." Mr. Ralph Hoag, principal of the Arizona School for the Deaf, will present a few thoughts on the Essentials of a Good Field Trip.

The handling and viewing of objects and specimens, such as those found in museums, constitute another visual aid. The Maryland School for the Deaf has such a museum, and Dr. Ignatius Bjorlee, superintendent of the Maryland school sent me a brief paper on how to proceed with the collecting and preserving of valuable items that may become priceless. He was unable to be here, so I shall read his paper.

In the field of visual education for the deaf there is a project underway of Captioned Sound Films which Dr. Edmund B. Boatner, superintendent of the American School for the Deaf at Hartford is conducting. We are fortunate this afternoon to have him present a paper and demonstration on Captioned Sound Films.

On exhibit in the rear of the room are new visual materials for teaching science. There are a partially constructed weather kit and model



oil field, as prepared by the Models of Industry in Berkeley and constructed by Bill Tillinghast, son of Superintendent Tillinghast, of the Arizona school, and John David Williams, son of Mr. Boyce Williams, of Vocational Rehabilitation, in Washington, D. C. The president of the company wishes to know the needs of teachers of the deaf in the field of science and he will promote the construction of such visual aids as are needed.

### THE DIRECT METHOD

(Mrs. MARY NELSON, teacher, Oregon School)

The topic of this particular paper should tell you that it won't be a long one. It was to include some remarks on the philosophy behind this famous approach we call the direct method, but I find that this simple philosophy is that sometimes teachers talk too much. Therefore, I shall try to avoid defeating my topic and see that you get most of your information "directly" from the stage.

This method in our primary grades, where a world of vocabulary must be taught not only as quickly but as thoroughly as possible, is an actual experience for the pupils, planned by the teacher. Whatever the object of the lesson—a certain verb, noun, abstract words or phrases, it will be imprinted more vividly in the child's mind because he is not just an observer, but an actual part of the teaching process.

I have a little sidelight in reference to connecting these experiences with strictly modern teaching. A biography of a great man tells that he was once forced to mark time awaiting something better by country schoolteaching. He taught all levels in one room and most of the day the big pupils served as props for the smaller ones to doze on. Then, one day out of desperation, he turned them out into the woods and told them to bring in bugs, beetles, and so on—cut them open and get their own information. Of course, the result was a tremendous new enthusiasm. What was simply a more bearable way of earning a salary to this early American, is, today, a vital way of teaching. But you can see it creeping into American history with some of the great minds. That man was John Adams, one of the prominent patriots that first famous July 4th.

Another example very remote from this one, but with equal proof that we learn by doing, is my own classroom, first preparatory, in the Oregon school. I think the verb "got" is technically difficult to teach a 6-year-old deaf child. It was the first transitive verb these children used freely and correctly. Mail is delivered in a cubby hole in the classroom each day during school hours and everyday someone got a letter or package.

Therefore, we really don't have to emphasize why we use it. Its value has been proven with the hearing children in public schools where we would do well to turn our attention more frequently and apply many of their interesting projects to the deaf.

A remark made by a teacher from the Illinois school at the previous convention is worth repeating here. He said the school there provides visual materials based on the requirements of their language outline. I hope to see the day when every school can report the same and possibly add this—incorporate lists of practical, proven experiences as further supplements. It can start with preschool, where, regardless of the lack of written language, reproductions of things

seen on campus walks can be made with crayon and drawing paper. This is the first and best opportunity of showing the child that this "entertainment" also requires more effort and responsibility on his part, and unless this is true, some of the critics of this method can well say a lot of time is wasted. All successful experiences, then, should be recorded with the purpose of gradually giving them specific places in the graded courses of study.

Here I might point out that the type of experience I am speaking of is in contrast to the ones we saw Monday on the interesting slides the Oakland school showed us. Those are provided for the children to see what language they can return, to give them events they will delight in discussing and writing about. The one you will see now is planned with a more definite motive. The teacher will use the entire activity to create the need of one new word.

This afternoon Mrs. Baker has planned the experience for her third-year group—that level at which several singular nouns must now be brought together to teach their collective expression. This is the age when so many weeks become a month, or several animals live in a home called a zoo. When these children go to the dining room it isn't enough to ask for the fruit, lettuce, and mayonnaise on a plate. There must be a name for it. That is what you will see their teacher provide. These children are going to make something. They have never had the word "salad" before you will see Mrs. Baker teach it with this little experience. Bear in mind that many of the preliminary steps have to be omitted today such as vocabulary and speech drill as well as original accounts of the entire lesson that the pupils would be required to give the following day.

Here they are, they have been to a store off the campus and made their necessary purchases so now I'll give you the participants and Mrs. Baker.

#### HOW THE BLACKBOARD AND CLASSROOM BULLETIN BOARDS CONTRIBUTE TO THE EDUCATION OF THE DEAF CHILD

(Mrs. LA PREAL WRIGHT, Idaho school)

Inasmuch as it is conceded that deaf children receive the greatest amount of learning through sight, various means of stimulating interest through visual aids effect changes and get responses in the classroom.

Probably the two most useful visual aids are the blackboard and the bulletin board.

The blackboard is the simplest and the quickest of the visual aids because it is always available and can be used to convey ideas.

Everyone is familiar with the use of the blackboard in all schools but in the school for the deaf its value and importance are greatly magnified. All of the things that you would ordinarily tell or discuss with normal classes, such as telling them a story, giving information, giving directions or explanations, asking questions or reviewing work that has been covered must be written on the blackboard, in addition to what speech and speech reading can be utilized. (Individual differences and abilities make it impossible, in most cases, to rely on speech and speech reading entirely, for a class as a whole.)

Such things as current events and news items, much of which we receive over the radio, in the movies, etc., through our blessing of

hearing, are lost to the deaf unless the teacher keeps them abreast of the times. The things that happen in this world of ours must be brought down to their speech level by writing and sketching at the board.

One does not need to be an artist to illustrate enough to give children an idea. It is impossible to have pictures which are appropriate to illustrate all things. A quick, simple sketch on the blackboard will serve the purpose.

In spite of the best we can do there are many of these children whose speech will not be sufficiently intelligible to the average hearing person. Therefore, they will be very dependent on the written word and the more reading and writing experiences the teacher can provide, the better able they will be to go out into the world. The teacher can do this most easily at the blackboard.

In order to eliminate as much signing as possible in the classroom between teacher and student the blackboard must be used as a medium of communication. The teacher will write or sketch what she cannot get across to them through speech and speech reading. The children should be encouraged to use the blackboard for the same purpose.

Spastic children, with whom we are often working, will find it easier to write on the blackboard.

It is much easier to correct new material if all of the children can work at the board. It is also a change and a rest for them to work at the board alternately with their desk work.

We cannot overemphasize the value of the blackboard in a classroom of deaf children because it is so essential and convenient while associating thoughts and ideas. Of course, always, our ultimate goal is to equip these children with the Queen's English.

The bulletin board is an avenue of beneficial approach that offers seasonal and almost daily opportunities in the learning pattern of our children.

A neat, orderly classroom is a must but how dull and uninteresting a neat, orderly, plain, bare classroom can be. Yours may be made to almost live and breathe, made cheery and attractive by means of a gaily decorated wall border or panel and bulletin board. Celotex is an excellent material for these purposes and I find that pins are less noticeable for decorative purposes than thumbtacks.

Color and beauty in the classroom create a pleasant atmosphere. A pleasant atmosphere, in turn, creates a happy, enjoyable place in which to work, for the teacher as well as for the students. Surprise and excitement can be played into the daily exhibits and colorful visual material to enlighten and instruct our children.

Well-chosen, colorful pictures provoke feelings and desires in all of us. We, therefore, have the urge to discuss them and describe them. It is advisable to occasionally use them with an appropriate poem or story, thus providing reading experience and furnishing a setting for the day's tasks. A picture is sometimes presented merely for its beauty.

Used to develop language, pictures will introduce many new words and expressions. Stories may be written about the pictures by the students individually or as a group. Occasionally, questions about pictures, as well as stories, stimulate the child to analyze more carefully and to think details more clearly.

Pictures and poems may be cut from magazines or copies made from inexpensive children's color books. There is an unlimited supply

of new and interesting pictures being published all the time and there is no need for the teacher to use the same material over and over again.

A bulletin board is a likely place to display the best work of the children; any work that they do well. This gives an incentive to do work well enough to merit being displayed. It gives the child a feeling of pride and satisfaction to know that his improvement is being noticed and admired by others.

Some subjects which are particularly difficult to teach can be posted on the bulletin board where they are easily referred to each day until the children are thoroughly familiar with the material. Calendar work is a good example of this. I will demonstrate.

We, as teachers of the deaf child, should never forget for one moment the wisdom of that old saying, "One picture is worth 10,000 words."

### THE VALUES OF THE CLASSROOM BULLETIN BOARD AS A VISUAL AID IN UPPER GRADES

(Mrs. LILLIAN SHEIRY, Iowa school)

The visual aids of today tend to overshadow the bulletin board. Yet, of all the visual aids available, the value of a bulletin board must not be underestimated. It can create the kind of atmosphere a teacher wants in a room and if a teacher does the best with what he has at hand, a drab, uninteresting room can be made into a very gay, alive place. Order creates a certain kind of beauty and as teachers we owe it to ourselves and pupils to keep our rooms so attractive that the children want to come to school. Bulletin boards are the most inexpensive visual aid there is and the most flexible.

The stimulation accorded by bulletin boards must not be overlooked. It can be the most stimulating part of your room and should be used for that rather than the giving of detailed information. The principles of advertising apply very well to what constitutes a good bulletin board. We are trying to sell ideas, aren't we? And, a good businessman uses visual aids to attract attention and interest in his subject. Four cardinal points which are good to remember are these:

1. Be simple in organization.
2. Be artistic; watch color and arrangement.
3. Change your display often.
4. Select ideas which correlate to other subjects.

With these fundamental facts in mind a teacher can use her own and pupil's ingenuity (and don't forget pupil participation in preparation—they have good ideas, too) to stimulate interest at the beginning of a unit of study and to bring it to a successful conclusion. Slow pupils can be encouraged and their work which merits display can be mounted and used. Facts and ideas can be compared; and, do you ever use questions for headings? They, too, create interest. It is wise to bear in mind mounting and labeling a display is important, but must not be more important than the material itself. Use your bulletin board for all subjects: social studies, nature exhibits, number combinations, student activities, Boy and Girl Scout cook outs, art appreciation, and occasionally have one for fun. There are many other things which I could mention. With the help which a teacher can get from free and inexpensive materials which are offered in many

of the professional magazines our bulletin boards should not be a blank. Sources of suitable free material for classroom use can be obtained from Bruce Miller, Box 369, Riverside, Calif. Bulletin board wax or styk which may be obtained from Teaching Materials Service, 913 North Avenue, Beloit, Wis., is an aid to making bulletin boards with more ease. A year's supply may be had for \$2.50. You can mount anything with it and it leaves no mark. Dry mounting tissue, an Eastman product, is also fine and especially good whenever photographs are used.

Miss Bettina Houtt of the Iowa school with the assistance of some of our students has made samples of some of the bulletin boards which have been used effectively there. We shall start with those which are seasonal. A Thanksgiving bulletin board was captioned, "Turn About Is Fair Play." An Easter idea, Symbol of Purity, was this one. This one where the picture told the story needed no title.

Good manners—and we must not forget we must help our children with social graces, too—were called to the attention of the children with this bulletin board. It incorporates the use of rope in its construction. Have you ever used yarn, mounted with rubber cement, for your lettering? It is effective and different and children enjoy changes.

The theme of a party at our school was advertised with a bulletin board like this. Our graduates were honored on the last week of school with this kind of bulletin board.

Now, to the instructional value of our displays—boards that attract children to use good language are highly important. This one, captioned, "Use Good Language—Be a Wise Owl," is suggestive of one type. One teacher at our school gets ideas from ads and alertness to their application to a classroom situation prompted this one—Language You Can Bank On. Remember the ad? Life-Savers used it. Also, A Witch Doctor Can't Cure Language—But Principles Can, was suggested by a cancer ad. An ad for Vigoro furnished the idea for Good Language Grows.

At our school, Croker, Jones & Pratt is used for the upper grades and two boards which suggested principles as taught in the texts were pictured in our school paper. Getting at the heart of language featured hearts with various language-principle constructions on them. Another, Help Yourself to Better Language, used paper styled after pages from Croker, Jones & Pratt texts with different principles on them. I have the papers here and you are invited to look at them.

A book reading contest was called to the attention of the children with this bulletin board in the library. It, too, was pictured in our school paper. Children can be encouraged to read by directing them to an interesting book in the library. A bulletin board of this sort might be captioned, "Worth Looking Into." All it would need on it would be a couple of circles for eyes and a small opened book cover with the title of the book written across the back.

The blackboard can be used effectively for illustrating poems, stories, and songs. This poem was used to teach speech and to develop rhythm in speech and showed what can be done along that line. A mural which pupils can make on the blackboard can prove stimulating in teaching social studies. Textbooks often contain pictures which



lend themselves to good mural work. The pupils can draw them and it keeps the subject before them.

In history, time lines are fun. The children love them and they are adaptable to either blackboard or bulletin board use. In case you are not familiar with them, *The Grade Teacher*, May 1953, page 57, shows one. If you haven't ever made one, try it.

There are many other things which we could mention but time does not permit it. Your own class outline is your directive and we hope that what we have offered has been helpful. We must be positive in our attitude as to the worth of the work which we put into our boards. If only one child seems to notice our efforts, it is worth while.

I have a few recent professional magazines with ideas in them and if you care to contact me, you are welcome to see them.

### ESSENTIALS OF A GOOD FIELD TRIP

(RALPH HOAG, principal, Arizona school)

One of the most vital, best, and most available teaching aids and perhaps the most abused and least used is the field trip. Many of us become so preoccupied with the basic required elements of teaching in the classroom and so engrossed in the program in order to push on to the completion of our immediate objectives that this essential means of stimulating learning passes by the wayside for seemingly more important things. When the field trip and its possibilities do come to mind in connection with specific units of classroom work it is often too late or inappropriate. Thoughts of the cumbersome and innumerable details required to produce an effective field trip lend themselves to reaching the decision to drop the idea this time with a firm resolve that it will be done the next time we do this unit.

It goes without saying that an effective field trip is not a task easily performed without much preparation and consideration of the details that must be completed. These stand in the way of using this method of teaching very often. It is the purpose of this paper to provide a proper consideration of the use of this valuable teaching aid and to provide simply a few of the checks that lend themselves to making a difficult task somewhat easier and more acceptable to undertake. A successful field trip complete in all its details including successful learning down to each individual pupil where the evidence shows effective learning is a satisfaction essential to the teacher that all the efforts have been worth while. Without experiencing this the teacher cannot and should not be expected to use this aid. The time, energy, and work in using any teaching aid in a specific objective needs productive results in order for the teacher to use it.

The desired objectives in learning as set down in many excellent books on the subject of visual aids are so described and explained in the view of learning from the point of view of the normal hearing child. This should in no way be a barrier against the use of this method of teaching because we are dealing with a child with impaired hearing. The basic concepts in the processes of learning are true for all children and so it is strongly advised for all teachers to avail themselves of the information so provided. Armed with this and a few special adaptations for our specific purposes we can make use of this excellent teaching device.

Before we consider some of the specific responsibilities of the teacher in using the field trip as a teaching device, let us consider some of the major faults that tend to make this sort of thing difficult or discouraging for the teacher to use.

Following are some of the barriers that make field-trip planning discouraging and difficult. These should be corrected before effective results are to be had from this teaching device.

1. Insufficient cooperation on the part of the administration in offering transportation and providing time for the proposed project.
2. Insufficient planning in providing time for the completion of administrative details required for such an event.
3. The lack of consideration of good places to visit and the distances involved.
4. Inadequate consideration of the time involved to and from places to visit and the people involved to make the trip possible.
5. The lack of complete preparation since when the project once started must be carried to completion and the burden of details fall on others to complete.
6. The lack of consideration on the part of the administration to invite other classes to join an expedition for expediency to avoid repetition of the trip by other classes.
7. Insufficient class discussion and pupil planning in the venture to be undertaken.
8. The lack of followup after completion of the trip to evaluate learning.
9. Inadequate pupil instruction as to safety and general behavior on the trip.
10. The lack of providing interpreters for a running description of the trip which is most essential to older students for effective learning and holding interest.

Let us consider now some positive things to do in making this teaching aid an effective tool in learning.

(Discussion of checklist for teachers.)

#### THE FIELD TRIP—A CHECK LIST FOR TEACHERS

##### I. Preparation:

###### A. Teacher preparation:

1. Arrange through administration for consent to make trip, including parental consent where necessary.
2. Make preliminary survey, with listing of situations and points of interest, etc.
3. Estimate length of time involved; also round trip schedule.
4. Make arrangements with school authorities and with authorities at place of destination.
5. Plan transportation route in detail.
6. Arrange for interpreter for classes that can benefit from the aid and inform guide the best method of handling the group so that all can benefit.

###### B. Pupil preparation:

1. Arouse pupil interest in the project field trip (by class talk, photographs, bulletin board, etc.).
2. Discuss in class the problems that the trip can help solve.
3. Make clear to the pupils the purposes of the trip.
4. Develop background by consulting reference materials.
5. Work out for pupils the points to observe during the trip.
6. Set up with them standards for safety and behavior.
7. Give to pupils any materials that they can use during the trip.

THE FIELD TRIP—A CHECK LIST FOR TEACHERS—continued

II. Actual observation:

- A. Guide should be given a clear idea of the purpose of the trip (set of questions prepared jointly by teacher and pupils).
- B. Pupils observe and hear the guide's explanations (with the aid of an interpreter whenever necessary).
- C. Question period, in which individual questions from pupils are presented and answered by the guide.
- D. Period for note taking and sketching by pupils.

III. Follow up:

- A. Classroom discussion:
  1. Critical analysis of the place visited.
  2. Supplementing and correcting incomplete or hazy understandings.
  3. Introduction of new problems.
- B. Creative projects:
  1. Drawings, stories, construction, bulletin board displays, diaries, etc., based on the trip.
  2. Writing a letter of thanks to the guide and those responsible for making the trip a success.
- C. Evaluation of pupil learning:
  1. Of information gained.
  2. Attitudes formed.
  3. Of generalizations made.
- D. Reports from pupils:
  1. General reports of the overall trip.
  2. Special reports by pupils who have been assigned previously for specific observations.

IV. Evaluation—before and after:

- A. Before:
  1. Is this destination the best choice for this particular teaching purpose?
  2. What plans need be made by teacher and pupils?
  3. Is there reading material on this particular pupil level?
  4. Is the time involved likely to prove worth the undertaking?
  5. What relationship can this trip have with other pupil experience?
  6. What emotional effects is the trip likely to have on the pupils?
- B. After:
  1. Did the trip serve the purpose?
  2. Were attitudes effected in the expected manner?
  3. Did the trip stimulate the pupils into new activities?
  4. Did it develop in them a spirit of inquiry and curiosity?
  5. Has the trip had any final effect on pupil conduct and behavior?

"DO'S" FOR THE USE OF THE FIELD TRIP

- Do avoid spur of the moment trips.
- Do survey all trip possibilities in local area.
- Do plan each detail of the trip carefully.
- Do prepare guide sheets for each trip.
- Do make certain that the pupil knows what to observe.
- Do make certain the guide knows what he is supposed to show.
- Do prepare the pupil before making the trip.
- Do be punctual.
- Do work in small groups.
- Do follow the plan as outlined in the guide sheet.
- Do correlate the trip with specific projects or units of work.
- Do prepare pictures and reference material of the trip.
- Do follow up the trip as soon as possible.
- Do evaluate and check results of each trip.
- Do catalog and file all trip material for future reference.

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## A SCHOOL MUSEUM

## HOW TO PROCEED WITH THE COLLECTING AND PRESERVING OF VALUABLE ITEMS THAT EVENTUALLY MAY BECOME PRICELESS

(Dr. Ignatius Bjorlee, superintendent, Maryland school)

It was a pleasure to note that the question of a school museum had found a place in the convention program and I immediately responded to a request that a brief statement be made concerning museum facilities, at the Maryland school, by advising Miss Newkirk that I would be glad to send a display and a brief paper on how our museum collection at the Maryland State School for the Deaf originated and developed to its present proportions.

I feel that a museum collection is of great value and in practically every residential school for the deaf there is a nucleus of such collection to which can be added from time to time valuable items of interest, from the standpoint of developing alertness to our surroundings, afford a splendid opportunity for original language, and the exhibit can be so presented as to tie in handsomely with the study of history, geography, and the sciences.

Each year many items of interest are brought to the average school but at the end of the year a majority of these are frequently discarded for want of permanent housing facilities. Bearing in mind that certain exhibits that have virtually outgrown their usefulness to one group of children, would be of equal interest to oncoming classes, an effort should be made for their preservation.

The establishing of a museum is a simple matter providing some one in authority can be prevailed upon to supply the space, the second requisite being to place the museum in the hands of an individual who will make of the project a hobby.

In my own experience, from childhood I had developed the collecting habit and a room had been set apart for me at home where, from year to year, a collection of varied objects grew. By judicious discarding the space remained adequate. Upon assuming the duties at the Maryland State School for the Deaf, I found one glass case containing birds nests, birds eggs, some Indian relics, a collection of sea shells, etc. A room was set apart in the basement where relics and specimens of all types were stored and the interest of friends elicited. It was not long before a larger room in the basement was required to house the collection. Staff members and friends becoming more interested and in order to better display the material a large room on the first floor of the main building was appropriated, but it was not long before even these quarters became cramped.

A lady who wished to dispose of a valuable collection of china came to visit the room. For her purpose the use of an entire case would have been necessary. The historic society in the city profited by our loss and we had to look further for expansion.

Fortunately on the school grounds stood an ancient barracks building. This was chiefly used for storage purposes. By degrees, as funds could be squeezed from the annual appropriations, this substantial stone structure, dating back to 1750 was restored and four rooms made available for the museum. Seven rooms are now occupied, with three more to go. This is just a suggestion as to what might be done. We know of numerous instances where discarded buildings on large campuses have been left idle or are serving practically no useful purpose.

To mention a few of the collections now in hand and source through which they were obtained: A group of Boy Scouts visited the museum and the Scout leader, appreciating the worth of the collection, advised that his father had withdrawn from a large museum in Pennsylvania approximately 50 splendid specimens of Navaho Indian pottery, basketry, hair rope, harness equipment, and so forth. This had been stored in one of the attic rooms in his home and the entire collection carefully boxed and in perfect condition, was presented to the school.

A member of our board of visitors was impressed by our mineral collection. He had devoted much time to collecting geological specimens. The entire collection was donated to the school museum and the donor advised that a representative of the Smithsonian Institution, Washington, had visited him on various occasions and requested that his collection be presented to that Institution. Incidentally this should aid in evaluating the exhibit.

Another member of the board who had been on hunting expeditions in Africa and also in Alaska, stated regretfully that if he had known about our collection earlier, he would not have given away some of the choice trophies. The remaining items being in storage, they were presented to the school. The truckload containing at least 25 mounted heads, including lion robes, zebra skins, and various pelts, now grace one of the museum walls. All are in as perfect condition as when they were on display in his private den.

Cases were provided for a collection of Indian relics that had been found in various sections of Frederick County. Accompanying the collection is a set of maps indicating where the various types of arrowheads, stone implements, and potsherds were found. There are approximately 2,000 specimens in this collection.

From time to time guns have been donated dating back from the flintlock era to weapons of World War II. To this may be added antique furniture, one dropleaf table dated 1620. A collection of approximately 200 foreign and domestic coins of all sizes and ages, framed with both sides of each coin visible, catches the eye of the numismatist.

By way of comparison the display of physics and chemistry laboratory equipment used in a boys' academy of the Civil War period, elicits curiosity and a miniature planetarium with planets all revolving around the sun in their respective orbits, proves fascinating even to the student of astronomy of our day.

A series of pictures covering some of the museum specimens is on exhibit at this convention.

Worthwhile museum specimens cannot be purchased, hence interest must be created to the end that items stored in attics may reach a school museum rather than fall into the hands of an antique dealer.



The present trend is to move from larger houses to smaller quarters, hence the time is ripe to start a museum collection now.

### CAPTIONED FILMS

(Dr. EDMUND B. BOATNER, superintendent, American School, Hartford)

In October 1950 I made a report to the conference of executives at the meeting held at the Colorado School for the Deaf, concerning the desirability and feasibility of establishing a Captioned Film Library which could furnish films of a suitable character, both recreational and educational adequately captioned, for use in schools for the deaf throughout the country. That report was printed in the March 1951 issue of the American Annals of the Deaf.

In brief, the points made in that report were: That the committee was convinced that captioned films held great potential benefits for both the deaf child and the deaf adult in that they could furnish both recreation and information, and to some extent supplement the educational procedure by providing reading practice in a most pleasant form. It was also pointed out that while young deaf children are willing to view almost any movie at any time, it was almost impossible for them in most cases adequately to understand the action of the film or the logical development of the plot. Actually, it was felt to be quite possible that sound films might accentuate an undesirable trait of the deaf child to accept the bizarre and nonunderstandable without question.

It was felt that ways and means of making this great, valuable source of recreation and information available for the deaf should be thoroughly explored and a source of such films should be established as soon as possible.

The situation was found to be that there were no captioned, recreational films being produced, and also that the educational films were now being made almost entirely with a narrator rather than captions. The only source of captioned films were the foreign entertainment films being imported into this country. These were shown usually in large cities, and in almost every case, the plot was unsuitable for children. Furthermore, the cost of renting these films individually was prohibitive, and seemingly no way of securing prints for circulation from the producers at any price we could afford could be found.

It was felt that the potential value of this program was so great that it might be possible to interest one of the major foundations in allocating financial support to it. However, before such an approach could be made, it would be necessary to be able to demonstrate that it was practical to carry on such a program, and that it was of real benefit to the deaf child.

The major problems involved were:

- (1) Finding a source of suitable films;
- (2) The arranging of suitable captions for the films;
- (3) Discovering a satisfactory, mechanical process of superimposing the captions upon the films;
- (4) Securing sufficient funds to provide for a trial program;
- (5) Working out the handling and distribution of the films.

None of these problems have proved to be easy of solution, but substantial, overall progress has been made, and the following is a brief account of this progress.

(1) In securing a source of suitable films, the emphasis should be made upon "suitable," for no program can be better than the film itself. We found that only grades C and D films, made many years ago, were available from small, independent producers or distributors. Furthermore, the arranging of captions for such films was an extremely long and arduous task. We found that the major producers maintained a very rigid control over their films at all times, as they were fearful of their being used on TV or in other ways which might cost them a loss at the box office. It took more than a year for the legal department of RKO finally to clear an arrangement whereby we could rent films for circulation among schools for the deaf. This precedent has now been successfully established and at the present time we have a comprehensive proposition from a second major producer to furnish films in sufficient quantity at one time to assure a full year's program.

(2) The arranging of captions of the films also presented a very difficult problem. To take down the dialog from the film and to figure out how to condense it and how to place it on the print required many hours of work. Even when scripts were obtained it did not improve the procedure to any great extent. However, we have found that most major films are exported and that the producers work out captioned scripts for such films. The company has been able to supply us with these captioned scripts and we have been able to simplify and adapt them to our use rather readily.

(3) Superimposing titles upon the films has long been a complicated mechanical process and a very expensive one. However, we have found a company in New York which has a machine which can etch the titles directly on the edge of the film without any photographic process. These titles are clear and sharp and quite satisfactory to our purpose. We had no sooner solved this problem than new circumstances arose in the movie industry and complicated things again. This particular company has been swamped with foreign films and with three-dimensional work, so much so that all of their machines are converted to this work and none are being used on 16-mm. work at this time. This company is the only one which has such equipment in the United States. This firm is hopeful of getting additional equipment, or of having some of their work done in Belgium in order to enable them to turn out their orders, but at the present time all 16-mm. work is being held up. This problem will have to be solved all over again.

(4) In order to get a trial program going so that its effectiveness could be demonstrated, the Hartford Junior League gave \$5,000 in the spring of 1951 and an additional \$2,500 a year later. With these funds we have prepared 4 feature-length films, 3 of them from RKO. One of the films, *Scrooge*, was purchased outright in the early stages of the undertaking. In addition, we have a film, *The Moose Hangs High*, which was donated at the very first by the American School for the Deaf. Other films which we have captioned are *America*, the Beautiful, an 18-minute color short, a print of which was secured from the United States Treasury Department. Another is *Christo-*

pher Columbus, a film given to us by the Encyclopaedia Britannica. Sufficient funds remain to purchase 4 more feature films in black and white or about 3 in color.

In addition to the money that was donated by the Junior League, a great deal of time was put in by volunteer workers. We are particularly indebted to Mr. J. Pierre Rakow, of our staff, who has been a prime mover in the project from the beginning, and without whose efforts we could not have accomplished what we have.

(5) The last problem of handling and distributing the films has been handled by our office so far. It has its complications and when the library is developed to where it is serving the schools for full programs, a systematic arrangement will have to be made to handle this.

Due to delays by the mechanical captioning company in New York we did not get our three new films into circulation until after Christmas. In fact, one of these did not reach us until late in the spring. Nevertheless, they have been kept in full circulation so that we have a total of 67 showings in 32 schools. We were naturally interested in the reception of these films. This reception has been in most cases quite enthusiastic, and in our estimation it has undoubtedly demonstrated the great need of such a film program. The comments on a recent showing of Spanish Main, a feature color film, were summarized in a letter from the principal and he felt that they could all be summed up in the one word, "magnificent." We have had a great many comments of this type. In sending out the films we frequently asked for criticisms and opinions, and there was practically 100 percent agreement that captioned films were better for the deaf and that there was a great need for them.

It is true there was some criticism of the films themselves, and a not infrequent statement was made that the captions didn't follow the dialog word for word. Of course, it should be realized that no captions can follow the entire dialog in full. There simply isn't enough room on the film to write such captions and one could not read them rapidly enough. It simply cannot be given fully by written captions.

As to the type of film, it must be remembered that, in the beginning, we had to take such films as we could get and these were not ideal. Furthermore, we had had no experience in the intricacies of captioning films, and allowance would certainly have to be made in this respect. Our last three films are of very much better quality and the captioning explains the stories more satisfactorily than in the first films. Of course, we can never expect to please all varieties of tastes as to film selection.

The first film was a rollicking comedy by Abbott and Costello, involving some gangsters in a racetrack sequence. The children thought this was very funny. However, some of the teachers commented that they felt films should be more instructive, and one or two intimated that such films might not be good for the children. Among our last three films, we have chosen Abe Lincoln in Illinois, which we felt would meet this criticism. However, it has not been selected as often as the others, except around the 12th of February. Actually, we cannot attach too much importance to what a teacher might think a pupil might like. We know that with recreational films the aim must be recreation, and we cannot expect everything

we show the children to be educational or to convey ethical instruction. Children like adventure, mystery, horror pictures, and quite a variety of action and comedy pictures.

So much for the project to date. Undoubtedly, the need for such a film program has been definitely demonstrated, and we feel that the expenditure by the Junior League of Hartford has served its purpose in making this trial program possible. We believe the time has come to approach the program on a broader front, and in this connection we have figures from a major producer which indicate that they would be willing to furnish us with a 120-film program, complete with shorts and all captioned, at an average cost of \$600 for a 4-year rental per film. We estimate that this would be sufficient films to provide 60 schools with a full year's program of 40 showings, and if this arrangement could be effected, the rental cost to the schools could be reduced to \$10 or \$12 per showing. If this program can be put into effect, we can feel that we have accomplished our objective as far as recreational films are concerned, and the library could then devote its attention to educational films and means of making them available to the schools.

The great need is for funds. The cost of the 120 films would be \$72,000, which, while it sounds like a lot, is not so great if it is divided among 60 schools, and if it is realized it will supply film programs for about 3 years. This is just one approach. Another approach is to attempt to secure backing from a foundation, and I believe that we may have a good chance to secure some favorable consideration. Certainly the deaf child has had all too little consideration in the way of philanthropy.

However, it cannot be emphasized too strongly that no program of this character can succeed without the cooperation of the schools for the deaf. With this cooperation, I am convinced that a successful program can be instituted which will be of value to our deaf pupils. If this cooperation cannot be secured, there is no point in expending further effort or time in this respect. We are certain that such a program is worth a great deal of effort and we are hopeful that the individual schools can be brought to see its value and to do their part in making captioned films available to the children in our schools for the deaf.





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